

**What I learn today,** **prepares me for tomorrow**

**24 Hour Curriculum**

**(Step In, Step Up, Step Forward)**

**Policy**

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| **Policy Location:** | **Last Revised:**  | **Review Due:** | **Person Responsible:** |
| Staff Share ->Policy Library | October 2021 | September 2022 | Katrina Green, Head of Care |

**Barndale House School**

**24 Hour Curriculum (Step In, Step Up, Step Forward)**

**Introduction**

At Barndale House School we are very fortunate to have our residential provision, enabling us to provide an extended curriculum which goes beyond the school day. We refer to this as the 24 hour curriculum. We believe that an extended 24 hour curriculum is crucial to the learning and development of our children and young people and that our Residential provision plays a fundamental part in implementing this curriculum.

All aspects of a child and young person’s day are seen as learning opportunities with areas such as personal, social, behavioural and self-help skills being taught alongside the academic curriculum.

We keep the long term perspective for our children and young people firmly in focus at Barndale House School and we are committed to preparing our pupils for adult life from the moment they ‘STEP IN’ to our school, as they ‘STEP UP’ and discover their own talents and interests and as they ‘STEP FORWARD’ into adulthood.

**Educational Aims**

We aim to provide our children and young people with a balanced range of interesting, exciting and stimulating experiences that will allow us to concentrate on our three residential ‘STEP’ programmes. These programmes are geared towards the different age groups of children and young people, but all have a focus on the 4 key themes within the Preparing for Adulthood agenda:

* Independent Living
* Employment
* Community Inclusion
* Health

Our residential provision provides us the opportunity to take our children and young people’s learning further by giving them the opportunity to transfer and generalise their knowledge and skills learned in school and at home across groups of people and from one environment to another over a 24 hour period.

We aim to support our children and young people to:

* Keep safe
* Fulfil their potential and be recognised and valued for the special qualities they bring
* Lead an independent life as far as they are able
* Communicate, interact and express their wishes and preferences
* Enjoy a rich quality of life
* Widen their awareness, knowledge and appreciation of their environment and world
* Maintain dignity and self-esteem as individuals
* Progress educationally to their full potential
* Become valued members of the community

Here is how we link our provision to the Preparing for Adulthood themes and what a pupil can expect from each of our residential ‘STEP’ programmes:

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|  | Independent Living | Employment | Community Inclusion | Health |
| STEP IN(7-13 years) | Washing and dressingPersonal hygieneShopping (functional math and English)Public transport Road safety | Adapting to new people and environmentsReal world visits (e.g. public services, looking at jobs in the community)Meeting role models from the world of work | Making friendsSocial interactionGroup activities | Healthy eatingExercise |
| STEP UP(7-13 years) | As above and in addition:BudgetingCookingIndependent living skillsTravel training | Team games / group tasksReal world visits (e.g. public services, looking at jobs in the community)Meeting role models from world of workReal world visits linked to interestsTailored / themed workshops delivered by employers | As above and in addition:Youth clubOnline safetyLocal area visitsPlanning journeysFriendships and relationships targeted work | As above and in addition:Healthy choicesLooking after selfBasic First AidPubertyRSE workshopsActivities to promote mental wellbeingDrugs and alcohol workshops |
| STEP FORWARD (14-19 years) | As above and in addition:Mental capacity (decision making)Life SkillsUnderstanding billsManaging own timeHome safetyUnderstanding different living arrangementsPlanning for future living arrangements | Volunteering projectsMicro businesses / enterprise projects (e.g. community café’ project) | As above and in addition:Community safetyKnowing where to go for help and advice (e.g. emergency services)Community action projects Duke of Edinburgh’s Award  | As above and in addition:Role of the GPUnderstanding relationships (choices)Learning about health appointments |

**Gateway Award**

The Gateway Award is an accredited course that consist of three levels (Bronze, Silver and Gold), made up of five different sections. These include **Hobbies,** **Fitness, Volunteering**, **Lifestyle,** and **the Gateway Challenge.**

The award uses activities in areas of everyday life to help participants experience new things, develop life skills, build confidence, become more independent, improve health and wellbeing, make new friends and most importantly have fun.

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| **C:\Users\katrina.green\AppData\Local\Microsoft\Windows\INetCache\IE\TU1MVL8U\Bronze-Medal-Transparent[1].png****Bronze Minimum of 6 months** |
| **Section** | **Requirements** | **Timescales** |
| **Hobbies** | **Young people/young people choose a hobby from one of the following three sections: arts and crafts, collections or recreation** | **Minimum of 3 months averaging at least 1 hour per week for each of these four sections** |
| **Fitness** | **Young people/young people choose two new fitness activities to participate in. for example: dance classes, swimming, badminton, football etc.** |
| **Lifestyle** | **Young people/young people choose two new lifestyle topics to learn about for example first aid, money, independence, health and healthy eating** |
| **Volunteering** | **Young people/young people choose to participate in a volunteering activity that will benefit their local community. For example: running a recycling project, volunteering at a local charity, local litter pick etc.** |
| **Gateway Challenge** | **Young people/young people choose a challenge, activity or project that they would like to participate in. this can be personal to the group, e.g. a personal challenge or trip to a local amenity.** | **2 days planning and day on the activity or project** |
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| **C:\Users\katrina.green\AppData\Local\Microsoft\Windows\INetCache\IE\DO9500NL\medal-1622529_960_720[1].png****Silver Minimum of 12 months** |
|  | **Requirements** | **Timescales** |
| **Hobbies** | **Young people/young people choose a hobby from one of the following three sections: arts and crafts, collections or recreation** | **Minimum of 3 months averaging at least 1 hour per week for each of these three sections** |
| **Fitness** | **Young people/young people choose three new fitness activities to participate in. for example: dance classes, swimming, badminton, football etc.** |
| **Lifestyle** | **Young people/young people choose three lifestyle topics to build on what they learnt from the bronze level, including well-being, confidence, safety and communication** |
| **Volunteering** | **Young people/young people choose to participate in a volunteering activity that will benefit their local community. Volunteering for an organisation where possible. For example: running a recycling project, volunteering at a local charity, local litter pick etc.** | **Minimum of 6 months averaging 1 hour per week** |
| **Gateway Challenge** | **Young people/young people choose a challenge, activity or project that they would like to participate in. this can be personal to the group, e.g. a personal challenge or trip to a local amenity.** | **3 days planning and 2 days on the activity or project** |

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| **C:\Users\katrina.green\AppData\Local\Microsoft\Windows\INetCache\IE\Q01NK3V0\gold_medal_PNG115[1].png****Gold Minimum of 18 months** |
|  | **Requirements** | **Timescales** |
| **Hobbies** | **Young people/young people plan and carryout a project on a hobby from one of the following three sections: arts and crafts, collections or recreation** | **Minimum of 6 months averaging at least 1 hour per week** **Minimum of 12 months averaging 1 hour per week** |
| **Fitness** | **Young people/young people choose up to five new fitness activities to participate in. for example: dance classes, swimming, badminton, football etc.** |
| **Lifestyle** | **Young people/young people choose two new lifestyle topics to learn about different from the bronze and silver levels. for example first aid, healthy eating, budgeting etc.** |
| **Volunteering** | **Young people/young people research and choose a volunteering activity that will benefit their local community. (note: this must be done with a Volunteering organisation)** |
| **Gateway Challenge** | **Young people/young people identify a challenge, activity or project to explore - this can be personal, group or adventure challenge and must be done by linking with another group or organisation.**  | **4 days planning and 3 days on the activity or project** |

**Extended Activity Programmes**

Our residential care staff team will plan in conjunction with the Head of Care and Headteacher the activities for the children and young people who access the residential provision. These activities will include the young people’s leisure time and will take into account their likes and dislikes. Children and young people are encouraged and supported to try new experiences; their views are sought within the residential forum.

The residential care staff team work in conjunction with the education staff to ensure that a person centred approach is taken to organise specific activities for the children and young people. The activities take into account the extended learning opportunities and development of each individual child/young persons identified targets as set in their Educational Health Care Plan.

**Planning and Assessment**

* The residential learning opportunity is highly individualised to each child / young person’s needs.
* All residential key workers are fully aware of the specific needs, interests and areas of development of the children/ young people they work with.
* The residential ‘STEPS’ programme is centred on the life skills, independence and personal care skills for each individual.
* The attainment of these skills is identified, assessed and planned between the education and residential care team, and evidence, evaluated and reviewed on a half termly basis for all children and young people.
* All professionals working with the children and young people are consulted and actively involved in the identified areas of development for each child/young person. This ensures that all areas for development are identified and further supported.
* A close professional working relationship is established with parents and carers to ensure practice is shared and supportive communication is achieved.

**Planning**

* The residential ‘STEPS’ program incorporates educational ILP targets, personal care and life skills areas of development. It includes an individual timetable of activities which makes use of the residential/schools own resources and amenities within the local and wider community.
* A person centred approach is given to all aspects of planning activities and opportunities for the children and young people. The residential care staff work closely with the therapy team to provide structured sensory and self-regulation activities.
* All activities and learning opportunities are recorded daily using a variety of resources appropriate to the child/young person to evidence their achievements.
* Evidence is collected and recorded in the following ways: daily dairy’s, photographs, memory books, ILPs, end of term achievement records, the stated recording systems include written comments/descriptions from allocated key worker’s and also comments from the children/young people themselves.
* Children and young people’s development in their Gateway Award and is evidenced and documented in their award book or their individual profile on the gateway portal. The award is accredited; a certificate and medal will be awarded following the completion of each level of the course.

**Further Educational Opportunities and Off Site Visits**

All children and young people are encouraged and supported to be involved within their local and wider community. This is established through a vast range of activities and off site visits.

An important and vital feature of the residential provision as a whole with emphasis on the residential ‘STEPS’ programme is for all children and young people to be an active and inclusive member of their local community using the following amenities:

* Local independent Shops
* Supermarkets
* Cafés and restaurants
* Play parks
* Alnwick Gardens and castle
* Museums
* Theatres
* Leisure centre and swimming pool
* Soft play
* Outdoor activity centres
* Beach and coastline
* National trust sites
* Farms
* fairs