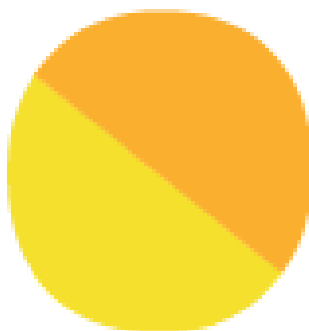


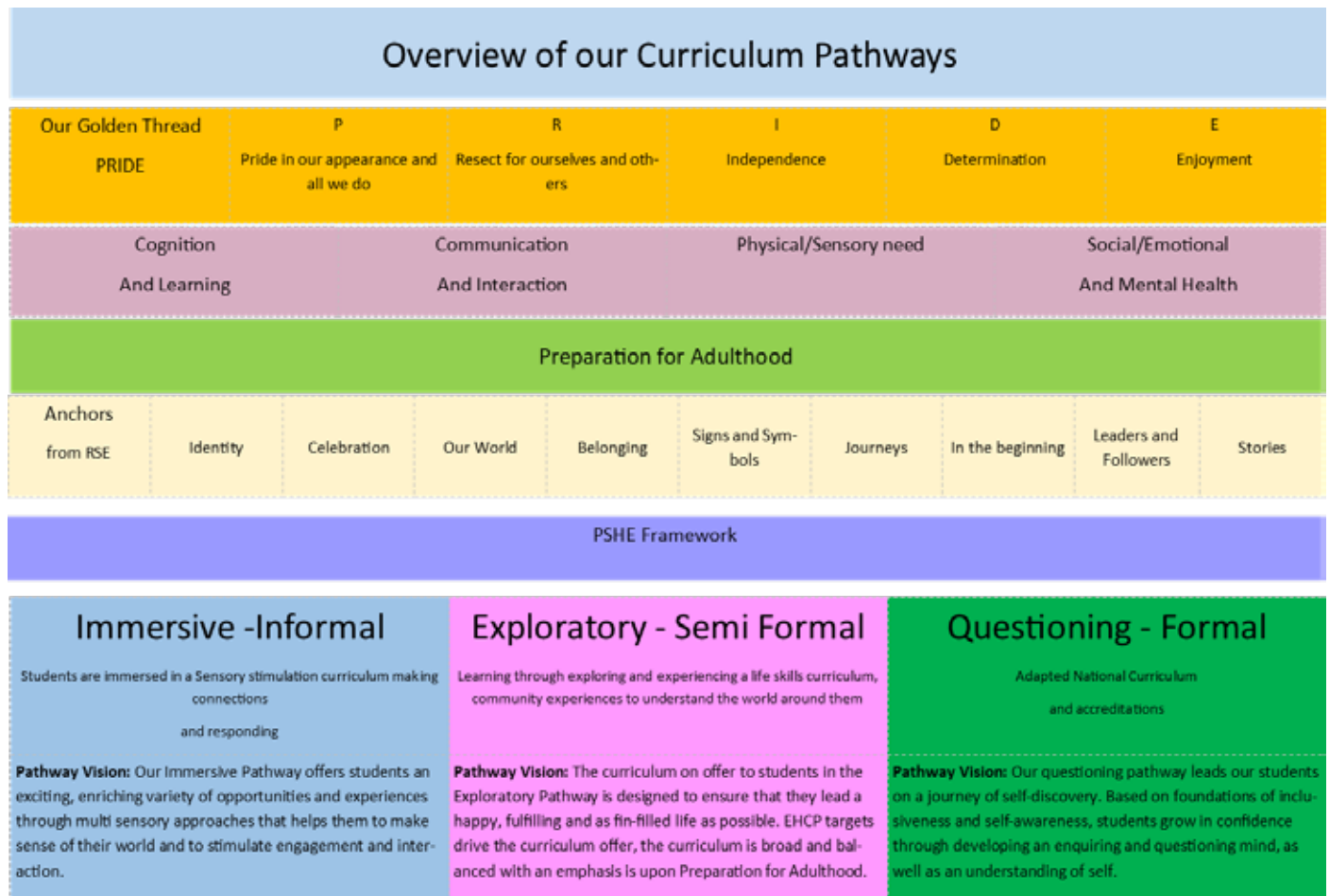


Welcome to the Questioning Pathway at Blackfriars Academy



Intent - The design of our Questioning Curriculum – what is the vision for the Questioning Pathway?

The curriculum offer for our students with MLD (Moderate Learning Difficulties) at Blackfriars encourages them to ask questions; it is through questioning we learn, hence the name 'The Questioning Pathway'. Based on foundations of inclusiveness and self-awareness, students grow in confidence through developing an enquiring and questioning mind, as well as an understanding of self. They develop Preparation for Adulthood skills and accreditations from Entry Level through to GCSE. As appropriate, this formal curriculum is designed to meet the students' holistic needs, through a personalised approach where we reference targets from their EHCPS, information gathered from the yearly base lining and termly monitoring to close the gaps in their learning. Students who need support with their personal care and a sensory timetable to help with self-regulation of emotions are coached to learn strategies to enable them to cope with these challenges.





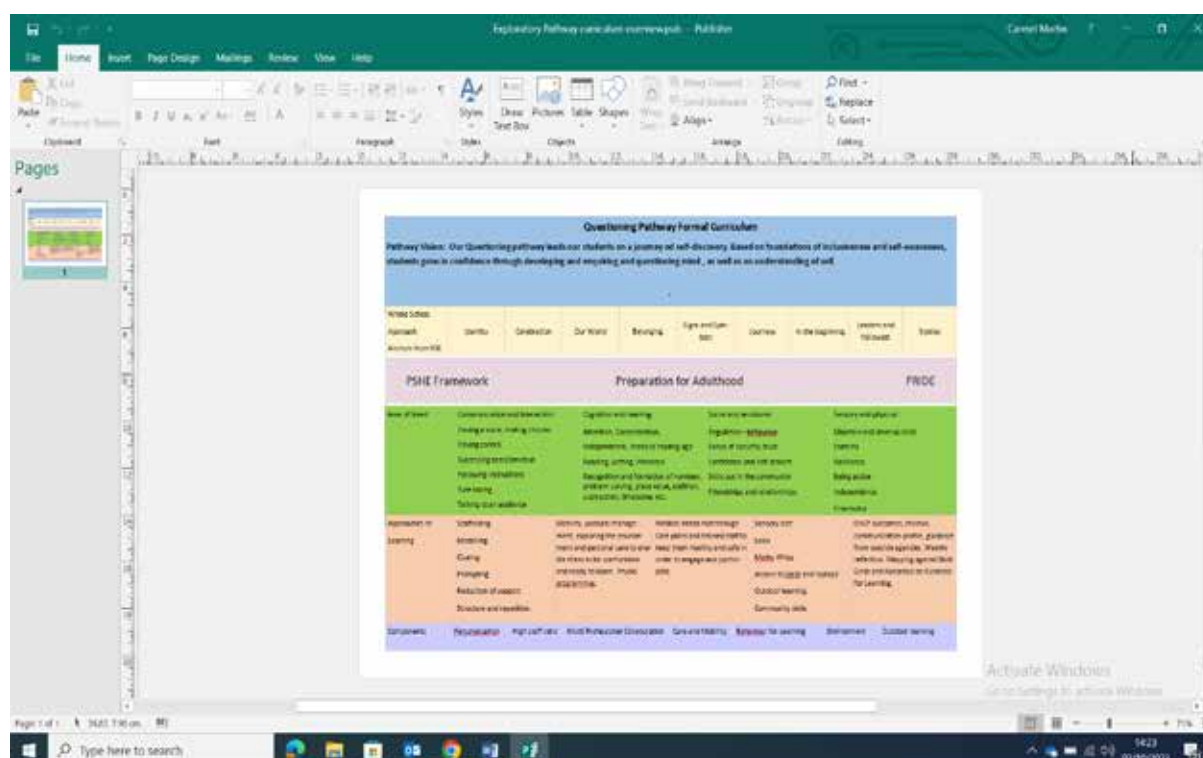
The Questioning Pathway is for those students who need a formal curriculum from both special and mainstream schools, in county and beyond. The holistic needs of the students are addressed as are their Communication & Interaction, Cognition & Learning, Sensory & Physical and Social, Emotional and Mental Health through empowering their creativity, logical thinking, spatial awareness and self-awareness. Lessons include the following activities to engage and encourage learning and, very importantly, to embed knowledge:

- class discussions, starter activities, main tasks, individual and small group work, targeted questions, objects of reference, drama / role play / hot seating, quizzes, research, demonstrations, 1:1 discussions, interactive learning, 4D and green screen technology, practical applications, team sports and activities, House activities, team building activities and 'The Big Read'

There are opportunities for the classes in the Questioning Pathway and the other pathways to mix together in the mornings for active Sensory Regulation sessions, Music sessions and at break times and House activities.

The whole school approaches to learning are embedded across the Pathways with:

- our Golden Thread embodied in our motto, PRIDE
- through our Preparation for Adulthood Plans and proceses
- PSHE Framework
- Our school 'Anchors' that underpin our curriculum



Professionals Involved

The student's social, independence and self-help skills are promoted as much as possible through the above activities and at other times with the support of colleagues from other disciplines including: the physiotherapy team in school, the Personal Care team who assist in the bathroom and with physical management where appropriate, the School Nurse who oversees Care plans and the administration of medication, the Multi-sensory Impairment Team who visit school and Speech and Language Therapy.

Physiotherapy 01782 427425

Speech Therapy 01782 234484/234485

VI Team Liam Gosling 01785 356830

HI team Sarah Sayburn 01785 356830

School Nurse Tina Richardson 01782 987155

Clinical psychologist Dr Juliet Shand 01782 987150

The Class Team

Your child will be in a class with a main class teacher and then a number of Teaching assistants. To ensure our students in the Questioning Pathway build independence we operate a main stream secondary type model, in that they have a form room as a base and a teacher who takes on the role of a form tutor with responsibility for pastoral care, supported by the TAs. The class TAs have a wide range of training, including: medical needs, an understanding of sensory impairment, the support of learning for ASD, ADHD, Dyspraxia and Hyper-Mobility. For lessons, students move around to subject based rooms as well as the pool, sports hall, outdoor spaces, 4D room and assembly hall. with the class TAs providing consistent support across these timetabled lessons. This approach ensures students are taught by subject specialists in core subjects and experts in SEND and learning is supported by talented teams of teaching assistants. Students and parents will get to know their team very well. They will communicate with you daily, using Showbie, our communication and teaching app or a Home/School communication book if Showbie is not accessible.



What will the day look like?

Students will be greeted at the main door by our helpful door team and make their way to their class where the class team will be waiting.

During this registration period, students will work on a range of activities across the week, including: English Lexia and Maths Whizz computer-based learning packages, individual reading, PHSE lessons and PFA activities. The class team will also check for messages on Showbie from home.

Sensory regulation activity – some students will go out for exercise and fresh air and meet up with other members of the school who are doing the same, some may follow a music and movement session in the classroom or be in their standing frames depending on need.

The subject lessons, lasting one hour begin at 09:45am.

There is a morning break where again the students are supervised and supported to be out on the yard getting fresh air and meeting from around the school.

The Personal Care team will have students with specific medical needs on a rota and take them to the bathroom and also to be around for times in between.

Medication is administered by the class team or individual student designated medic.

Lunch time students are supported by the class team and lunch time supervisors, lunch is served in bowls to the table and students serve themselves and each other whilst being encouraged to sit and chat thus learning the skills to eat out. They then have time on the yard or the opportunity to attend lunch time clubs which run across the week if they so wish.

The end of the day students return to their class rooms for The BIG Read. This is an opportunity for students to sit and listen to a novel or poetry being read to them – books are chosen to enable an exploration of our anchor eg, David Walliams’ ‘The Boy in the Dress’ was read by one class during the term where ‘Identity’ was the anchor.

Whilst the story is being read, staff communicate with home via Showbie. The students are then called from class to go to the appropriate taxi when it arrives.



Implementation – What does the vision mean in reality?

Each term, across the whole school, all Pathways explore the same Anchor. Not only does this cohere us a community of learning, it also provides a basis, in the Questioning Pathway, for important questions to be discussed – who am I? Where do I belong? What is my gender? Is it fixed? What does belonging to a nationality mean? Is my disability a Protected Characteristic?

A student’s EHCP targets help to build a holistic view of their needs and these are embedded in everything that we do and are tracked.

All students in the Questioning Pathway follow a broad and balanced curriculum and are assessed using subject Skills Grids which are derived from the assessment frameworks within the National Curriculum and accreditation routes. From this baseline their learning journey is then plotted on a “flight path” through to year 11. The rationale which informs our flight paths is driven by national expectations where students take SATS or from the SEND progression tables. Termly assessment of progress against expectations ensures that gaps in learning are identified and interventions are put in place, as well as challenge for those on target or above.

Our broad and balanced curriculum has been adapted following extensive conversations with Parents and Carers. The consultation resulted in a review which culminated in prioritising Preparation for Adulthood, including a Preparation for Employment focus in key stage 4, cooking skills taught across the key stages and the opportunity to swim.

The curriculum also addresses the targets around the 4 key areas of need referred to in the students Education Health Care Plans. The EHCP targets are embedded in everything that we do

and are tracked. Students are baselined on arrival at Blackfriars.

Cognition and learning needs are met through firstly knowing and understanding the level the student is at and then offering lessons that have structure, routine and are interactive throughout. Lessons are often through a stage-appropriate themed approach and the groups create environments within the classroom that immerse the pupils in that learning experience. The lessons are multi-sensory and interactive and devised to stimulate the desire to learn. Resources and stories that motivate the students and fit with the stage that they are at are used. Lessons are planned with the student's targets and next steps in mind so that there is a clear focus, defined knowledge and element of challenge.

Communication and Interaction skills underpin everything that the teachers do – every lesson or activity is an opportunity to be developing the students' communication skills. Getting them to greet, request, comment, choose and control activities is very empowering and develops their desire to communicate and be engaged and part of the lesson. Our students are part of the House system in school and have many opportunities in assemblies and team game days to mix with friends from across the different groups within school. One class runs a café where all classes come, mix and socialise with their friends. This helps to further develop their skills of greeting and interacting and seeing those skills modelled by others. At Blackfriars we have a holistic approach to communication and provide a language and symbol rich environment where pupils can use a variety of approaches to develop their communication skills and have a powerful 'voice' in and out of school.

All students need a voice and a way of communicating their needs, thoughts and feelings. The development of skills in communicating and interacting with others are developed in various ways across the Pathways at Blackfriars. The development of these areas leads to less anxiety, a positive change in behaviour and improvements in relationships.

Social, emotional and mental health needs are met in a variety of ways. Students have the opportunity to mix socially in school with other classes, out on the yard, with visitors into school and by having the opportunity to be visiting local places of interest, theatres and residential. Through breakfast club and the time given to breaks and mealtimes, key independence, choice making and social skills are developed. All our students are very different and for those who have high levels of anxiety bespoke plans and opportunities are provided to reduce these anxieties and give them strategies to cope and communicate more appropriately. The students are exposed to massage, calming music, sensory rooms, outdoor space and are supported through emotional difficulties at their own pace. We work closely with parents, CAMHS, medical professionals and our own Clinical Psychologist Juliet Shand.

Sensory and physical needs are so important for many children. Many students have sensory processing disorders and need a bespoke programme often with advice from an Occupational Therapist. We have a Sensory diet programme that runs first thing in the morning for pupils for whom it is appropriate to help them regulate their sensory needs and emotions ready for the day. We work closely with the Multi-Sensory Impairment team, the Hearing Impairment team and Visual Impairment team to make sure students' needs are met appropriately. The physical management of our students is crucial to maintaining and extending their skills and to their comfort and engagement levels. Classroom teams work closely with the Physiotherapists in school to make sure that students are accessing the appropriate equipment/seating/walking opportunities and have frequent change of position during the day. All students access the hydro pool for swimming and movement in the water. For students for whom it is appropriate there is Rebound Therapy on the trampoline, sensory yoga and the trikes.



Preparation for Adulthood

Students in the Questioning Pathway access a curriculum which is comprehensible and meaningful to them. The focus is to help students to further develop their knowledge, their life skills, to enable them to establish positive interactive relationships with others, to proactively explore the world around them, gaining environmental control skills. All pupils will be given maximum opportunities to achieve the highest level of independence possible

The students have opportunities to be involved in the school community – Café, House activities, joint assemblies, taking on leadership roles, and supporting other classes by taking them out for a walk and talk session or reading to small groups. The students will also have opportunities to access their local community with a variety of visits to local facilities and by also having visitors from the community into school.

All students have a Preparation for Adulthood Plan and targets.

Personal Social and Health Education (PSHE)

PSHE is imbedded in everything that we do. We also have drop down PSHE focussed activity days. We work towards the PSHE Education Planning Framework for pupils with SEND and use this framework to baseline our students and track progress. All students fit between the 'Development' and 'Enhancement' stages in the Questioning Pathway.



Impact – attainment, progress and assessment

The impact of our individualised, carefully tailored approach ensures that students' gaps in learning are identified at the point of need resulting in them making at least expected progress, against our high expectations, whilst many make greater than expected progress.

Students leave Blackfriars' Questioning Pathway with, dependent upon ability, GCSEs, Functional Skills, and other national accredited qualifications including: ASDAN and NCFE

Blackfriars Exam Results 2023

We are incredibly proud of our students and how hard they worked towards their external accreditation. What an amazing set of results. Comparing student results with our data targets and flight paths, all students achieved or exceeded their targets in all subject areas.

GCSE results

(our GCSE cohort changes every year based upon the cohort of students and their individual needs)

- 1 student was entered this year for GCSE maths and English, she exceeded her target in

both subjects, gaining a level 4 for English Language and level 2 for maths.

Maths results

- 100% students entered achieved their NCFE level 1 Award in Maths, with 100% students exceeding their target
- 100% students entered achieved their NCFE Entry 3 Awards in Maths, with 100% students exceeding their target
- 100% students entered achieved their NCFE Entry 2 Awards in Maths, with 75% students exceeding their target

English results

- 100% students entered achieved Functional Skills English full award at level 1, with 100% students exceeding their targets
- 100% students entered achieved English – Step up to English – Gold Award, with 83% students exceeding their target
- 100% students entered achieved English – Step up to English – Silver Award, with 100% students exceeding their target)

Other results

- 100% students entered achieved a BTEC Level 1 Award in Home Cooking, with 100% students exceeding their targets
- 100% students entered achieved an NCFE Level 1 Certificate in ITQ, with 89% students exceeding their target
- 100% students entered achieved level 1 Award in Art and Design, with 80% students exceeding their target.
- 100% students entered achieved Level 1 Performing Arts, with 75% students exceeding their target
- 100% students entered for ASDAN Life Skills History Challenge gained their units
- 100% students entered for ASDAN Life Skills Science Challenge gained their units
- 100% students entered for ASDAN Life Skills Work Skills Challenge gained their units
- 100% students entered for ASDAN PSD gained their Award



Destinations for students in the Questioning Pathway include:

- ❖ NSCG Newcastle College of Further Education
- ❖ Stoke on Trent College of Further Education
- ❖ Stoke Sixth Form College
- ❖ Reaseheath College and University Centre Nantwich
- ❖ South Cheshire College of Further Education
- ❖ South Staffordshire College Robaston
- ❖ Newfriars College Stoke



Blackfriars
Academy

