



Post-16 Curriculum Long Term Planning: Community

Curriculum Intent

The Post-16 Community curriculum at Chadsgrove School is part of the 'Friends, Relationships and Community' section of the Preparing for Adulthood Framework. The Post-16 Community curriculum covers three key visit areas. These are; community facilities, workplaces and next destinations. All pupils in Post-16 have one, timetabled day per week out in the community. Community visits aims to prepare pupils for adulthood by:

- Building upon pupils' existing communication, cognition and learning, social, emotional, physical and relationships skills by providing carefully structured ways of further enabling these to be applied in community settings
- Enabling pupils to recognise their value within community settings
- Developing pupils' confidence in their own abilities to access community facilities by communicating with unfamiliar adults and in unfamiliar environments with increasing independence
- Developing pupils' travel awareness and road safety skills within a safe and supportive small group with an appropriate level of adult support

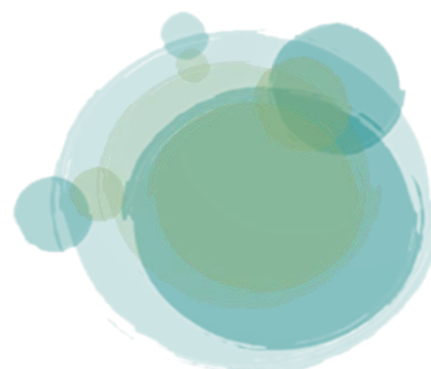
Community facilities may include visits to local towns, shops, leisure centres, parks, cinemas etc. Next destination visits may include visits to local colleges, social care providers and transition visits (Year 14). Workplace visits may include visits to restaurants, factories, offices, shops etc. Where possible, visits will be tailored to pupils' specific needs and aspirations.

Pupils are be given directed tasks to complete when in the community and these count towards OCR Life and Living Skills qualifications and/or pupils' individual community work folders. Pupils following the Formal Pathway work towards OCR Life and Living Skills 'Personal Skills' units at Entry Level 2 and 3. Pupils following the Semi-Formal Pathway work towards OCR Life and Living Skills 'Personal Skills' and 'Community' units at Entry Level 1 and 2. Pupils following both Pathways assess community facilities, workplaces and destinations for equality, diversity and inclusion (EDI).

Curriculum Implementation

Formal Pathway:

Autumn 2023: Community Facilities	Spring 2024: Workplace Visits/EDI	Summer 2024: Next Destination Visits
M18 Making the most of leisure time (E2) M29 Making the most of leisure time (E3)	M14 Dealing with problems in daily life (E2) M26 Introduction to diversity, prejudice and discrimination (E3) Research and Plan Visits Questions and Answers Mini Tasks Visit Evaluations Workplace Support Plan	Research and Plan Visits Questions and Answers Mini Tasks Visit Evaluations Transition Support Plan



Semi-Formal Pathway:

Autumn 2023: Community Facilities	Spring 2024: Workplace Visits/EDI	Summer 2024: Next Destination Visits
C5 Finding out about and using community facilities (E1) M18 Making the most of leisure time (E2)	M7 Dealing with problems (E1) M14 Dealing with problems in daily life (E2) Research and Plan Visits Questions and Answers Mini Tasks Visit Evaluations Workplace Support Plan	Research and Plan Visits Questions and Answers Mini Tasks Visit Evaluations Transition Support Plan

Curriculum Impact

Post-16 pupils engage in appropriate, meaningful and personalised community visits. They develop the confidence and ability to participate in, and contribute towards, society and achieve the highest degree of personal independence. Pupils gain evidence to support successful completion OCR Life and Living Skills units and community and transition work folders which help them prepare for their lives after Chads Grove.

