

Document name
Waking Day Curriculum Policy

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Education	✓
Medical Therapy	✓
Residential	✓

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Waking Day Curriculum Policy

1. Introduction

St. John's School and College (St. John's) provides education to children and young people who have very complex and diverse needs. All of our learners develop skills, knowledge and understanding within a variety of learning environments and through a range of learning activities that form the curriculum. Highly effective teaching and learning enables all learners to progress from their starting points towards the achievement of our 5 placement outcomes:

- Wellbeing
- Communication
- Skills
- Independence
- Employability.

In addition to these key areas of learning, all learners develop English, Maths and ICT skills and practice their functional skills in a range of settings: in college/school, in the residential houses and in the community.

In line with the SEND 0-25 Code of Practice and learners' individual Education, Health and Care Plans we aim to support our young peoples' development through a blended approach of education, health/therapy and care. St. John's provides a Waking Day curriculum which prepares all learners well for independent, successful and fulfilling lives. British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different backgrounds, faiths and beliefs are promoted throughout the provision. We actively seek to promote equality and diversity and all learners engage in a range of teaching and learning activities that encourage the learner's spiritual, moral, social and cultural development and where appropriate, learners are supported to explore personal, social and ethical issues within safe and supportive environments.

Young people who attend St. John's do so as either day or residential learners. Approximately 50% of our cohort are residential, the majority of the learners are residential for 38 weeks a year, some are residential for 52 weeks a year with learners whose arrangements for weekend attendance vary including weekly or fortnightly boarding. Residential learners reside in one of 10 houses some of which are on the school or college site whilst others are located in the local town/city, residential staff play a crucial part in implementing this curriculum.

The purpose of this policy is to describe to all stakeholders the principle and key elements of the 'Waking Day Curriculum' which acts as a guide to the work of all those responsible for its consistent and effective delivery.

2. Policy

Staff at St. John's plan and deliver a 'Waking Day Curriculum' for residential learners that maximises opportunities for skill acquisition over and above the school or college timetabled day. Opportunities for residential learners to learn and to practice skills are taken in the early morning, evenings and at weekends.

The 'Waking Day Curriculum' (WDC) is not a separate entity to the school or college curriculum but rather an extension that is complimentary. It is designed to enable further refinement, reinforcement and contextualisation of learning.

Our WDC is called for because we believe that the overwhelming majority of our learners' special educational needs are such that they are not able to generalise skills from the classroom to other environments. Our experience tells us that the overwhelming majority of our learners need to have therapies and other activities outside of school and college hours to develop and embed the skills of daily living. The skills which our learners acquire within the school or college need to be translated into their home and social settings. We also believe that the new (2019) requirement of our main regulator, Ofsted, to embed and sequence skills and learning more effectively reinforce this need for a WDC. Our other regulator, CQC, also wish to see strong links between education and care settings as they recognise that the experience of the young person in residential care is, thus, significantly enhanced.

All learning that takes place both outside and during school/college time is informed by the same overarching principles:

- Recognising and respecting that the residential house is the young person's home
- Valuing the partnership with parents and carers
- Enabling learners to co-create the curriculum through a model of learner voice
- Recognising and promote individual ability
- Applying age appropriateness with flexibility to accommodate specific interests
- Applying holistic approaches informed by education, health/therapy and care with emphasis on multidisciplinary therapeutic understanding of each learner
- Set SMART (specific, measurable, attainable, realistic and timely) learning targets are set which take into account each learner's starting point (baseline assessment);
- Applying consistent approach across settings to ensure that staff understand and work towards the same learning outcomes for each learner
- Planning provision for a continuum of learning from day provision to care
- Providing a range of structured activities in a variety of environments
- Providing a range of unstructured activities
- Promoting naturally occurring skill development
- Recording incidental learning and give recognition and recorded
- Providing extended time to practice and enhance skill learning

- Promoting fun and pleasure in the recognition of achievement.

Learning Outcomes

As highlighted above there are 5 placement outcomes that all learners are working towards - Wellbeing, Communication, Skills, Independence and Employability. The Waking Day curriculum presents opportunities for structured and unstructured activities that enhance the achievement of these outcomes for each residential learner. In addition to these 5 placement outcomes learners develop their English, maths and ICT functional skills.

Emphasis is given to applying creative approaches to teaching and learning through multi-disciplinary collaboration. Learners are taught what to do, how to do it and when to do it rather than just being supported in their day to day living tasks.

Wellbeing

Residential houses are safe, secure, comfortable and homely environments where learners' complex needs are well understood, and their continuous wellbeing is made a priority. Learners are able to take time and space to relax to reduce their anxiety levels and to learn self-help strategies to gain emotional regulation. Learners are encouraged to be physically active and to make healthy choices. Learners also encouraged to take on incremental challenges increasing their experience and personal resilience. Members of the Positive Behaviour Team, health and therapists work across the education and care settings supporting the wellbeing of learners

Communication

Residential learners practise their speaking and listening skills as they undertake daily routines on the house, and when making requests, choices and preferences. Learners are supported and taught how to express themselves using a preferred method of communication when they are feeling anxious or upset. Communication skills are also practiced by residential learners when out in the community.

Skills

Social skills are developed through the group living context, this includes : having and showing respect for others, turn taking, making choices, developing relationships, working with and alongside others. Social skills are practised in a range of contexts and through interactions with staff, peers and members of the public. These skills are enhanced when learners encounter unfamiliar people and environments whilst accessing community activities.

Independence

The development of independence is part of preparing the young person for life outside and after school/college. Independence is achieved through the planning

and innovative teaching of daily living tasks and community access such as undertaking:

- Personal care routines
- Tasks that keep oneself healthy and safe
- Laundry
- Cooking
- Cleaning
- Tidying
- Budgeting
- Travel training
- Shopping
- Leisure and recreation activities and events
- Ability to self-occupy
- Work experience and or part time work.

Employability

Learners develop skills that can be transferred into a work environment, such as: timekeeping, following instructions, problem solving, completing tasks, communicating with familiar and unfamiliar people. Learners are supported to undertake community project work, volunteering activities or undertaking a part-time job. Learners have opportunities to gain self-confidence, competence, sense of responsibility, resilience, self-esteem, motivation, assertiveness, life experience and aspirations for the future.

Staff

A team of highly specialist staff work together using a holistic and coordinated approach to support each individual learner in his/her development. They maximise the use of facilities and services to provide a consistent education that focuses on a common set of learning targets and outcomes. This staff team consists of Heads of Learning, House Managers, Teachers, Tutors, Learning Support Workers (Education and Residential) Speech and Language Therapists, Occupational Therapists, Psychologists, counsellors, health professionals, therapy assistants and Positive Behaviour Support staff.

Assessment

- Multidisciplinary staff team members undertake regular assessments (therapy, education, psychology, Positive Behaviour, care and health) and provide required interventions
- Staff are knowledgeable about each individual learner's needs and create and update care plans, positive behaviour plans and risk assessments
- The level of skills that learners possess is assessed using recognised assessment frameworks (e.g. Pathways to Independence) which provides baseline information relating to their independence, ability to care for

themselves and the ability to take part in all aspects of daily living within the residential setting.

Planning and monitoring

- Learning during waking hours is highly individualised to each young person's needs and interests
- Multidisciplinary staff meet regularly to ensure that there is the opportunity for there to be a crossover of teaching and learning between the education and care provision
- The acquisition of skill is assessed and planned between the education and care teams, and evidenced, evaluated and reviewed on a regular basis
- Progress against targets and skill learning is recorded on Databridge/Connecting Steps, Autism Progress and Evisense
- Impact of the management of the learners' health and therapy intervention is recorded
- Learners have individual plans and logs that are kept in learner folders at the house
- Where appropriate evidence against specific assessment criteria will be used towards accreditation
- Parents and Carers are communicated with regularly and support strategies shared.

Benefits to learners

The Waking Day Curriculum benefits the learners by helping them to;

- Keep safe
- Improve their independence
- Take opportunities to participate and experience an increased range of recreational enrichment activities
- Undertake opportunities for learning outside normal school/college hours
- Widen their awareness, knowledge and appreciation of their environment and world
- Establish and transfer their skills
- Be more responsible
- Communicate, interact and express their wishes and preferences
- Develop social skills in a supportive environment
- Develop and manage family and peer relationships
- Maintain dignity and self-esteem as individuals
- Learn from their peers and cope with the demands of living in a group setting
- Progress educationally to their full potential and have more opportunities
- Become valued members of the community and gain adult identity
- Fulfil their potential and be recognised and valued for the special qualities they possess
- Reduce disruption to their placement
- Reduced reliance on support
- Enjoy a rich quality of life

- Lead an independent life as far as they are able in preparation for adulthood.

3. Monitoring

The quality and delivery of the Waking Day Curriculum is regularly audited by House Managers. Other quality assurance processes include: School and College Self Evaluation reports, Ofsted/CQC inspections

Governor, College/ School Improvement Partner visits, LA monitoring visits and school and college improvement plans

Handover books provide daily feedback between education and care staff.

Target achievement is recorded along with learner engagement within learning activities.

Progress reports are provided for Annual Reviews, Case Studies, Governor and Trustee meetings.

4. Training

Staff receive training in assessment, teaching skills, target setting, monitoring and recording, report writing (Databridge/Connecting Steps)

5. Responsibilities

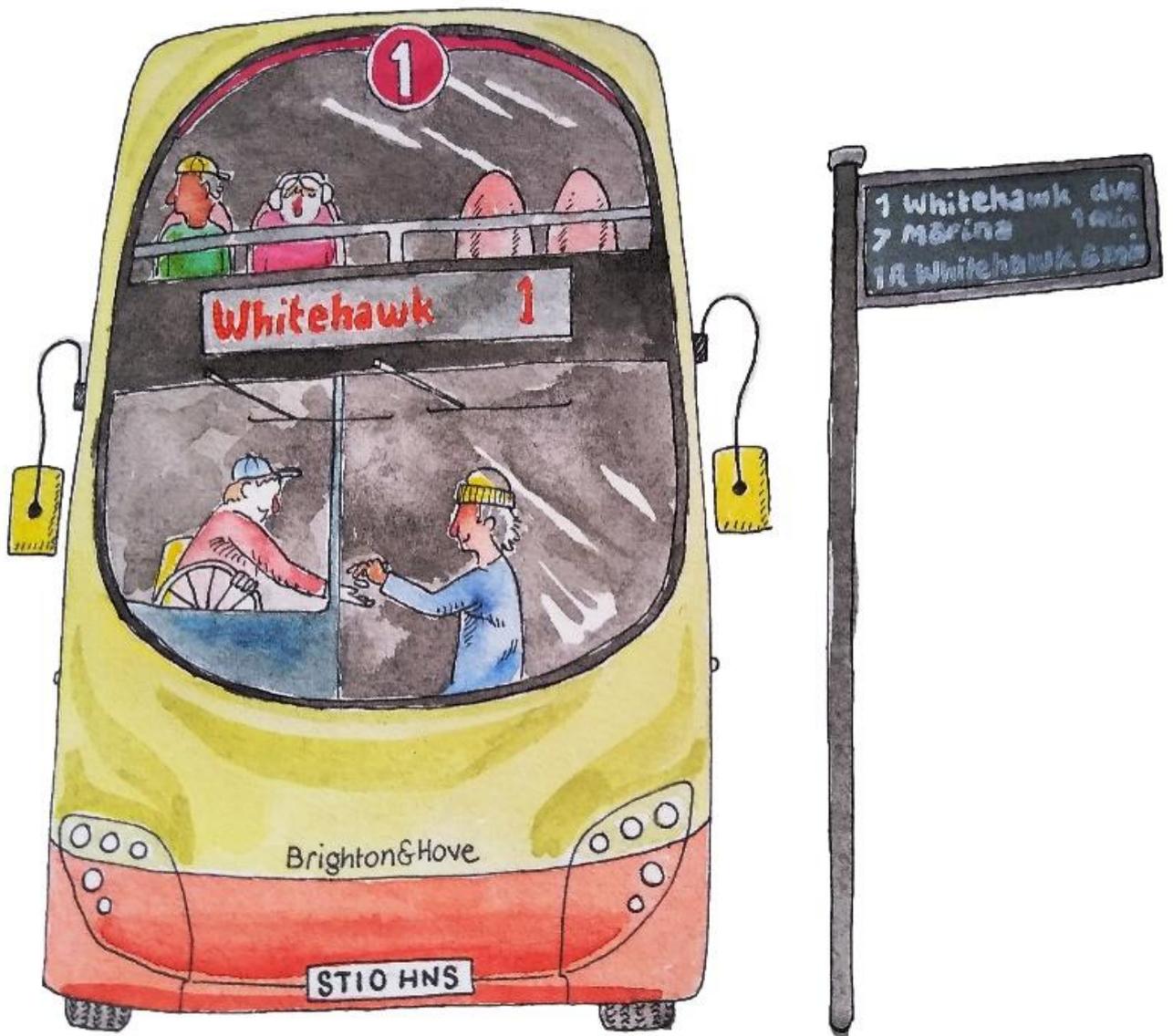
All education, behaviour, health, care and therapy staff are responsible for using collaborative working practices to ensure that St. John's demonstrates a clear learning culture that enables all learners to gain and apply skills throughout the waking day.

6. Appendix

- **Top tips to demystify the Waking Day Curriculum (WDC)** pamphlet: see over leaf pages 8-12.

ST. JOHN'S

Waking Day Curriculum



Top tips to demystify the Waking Day Curriculum (WDC)

1. It's not homework
2. It's not something just for teachers
3. It's not additional to what you currently do
4. You don't have to plan it or have a scheme of work!
5. If you can celebrate it by taking a picture and sharing – that's great.



"Yes, but what is it?"

1. It is about generalising skills and knowledge learned during the education day into the evening and weekends
2. It is often a practical and functional example of literacy or numeracy
3. It is about using every-day experiences to promote learning
4. It is about staff commenting on an activity and making the learning explicit (but without going over-the top)
5. It is about our five placement outcomes: **well-being**, **communication**, **skills**, **independence** and **employability**.

"Ok, but what does it look like in practice?"

1. It will be fun and relaxing for the young person
2. Cooking and journeys are great opportunities for the WDC
3. For some young people it might *look like* homework if that is what they like
4. It is aspirational because we want the best for our young people
5. It will look exactly like what we always do but with just an additional focus.



Myth buster

1. *"It's their free time and we can't make them to the WDC!"* Correct – the WDC is part of existing planned and un-planned care time
2. *"Because it should be fun does that mean teachers can't set home learning tasks?"* No – formal home learning tasks could be appropriate for some learners in some cases
3. *"The young people I support are non-readers so 'reading a book' is out of the question."* No – there are some great age-appropriate books without words that cover a range of topics
4. *"We do the WDC already because the young people I support spend hours on their computer looking things up."* The internet is a valuable resource for our young people but too much time on-line may not promote their well-being and we all know the need for internet safety
5. *"I can't do the WDC because I haven't been on a course yet."* We will try and offer more training for staff, but training isn't essential – it is really what most parents do anyway.



"That's helpful but give me some examples please"

1. If you are driving from Brighton - Seaford show the route on Google Maps and have the narration audible; point out some of the interesting features along the way e.g. Newhaven Harbour and the Ferry to Dieppe
2. When you are cooking dinner with the learners get them to weigh out and count the ingredients and set a timer to indicate the passing of time
3. When appropriate, explicitly model reading a book or magazine and ask the young person if they would like something to 'read' or offer to read to them
4. Take them for a walk and just enjoy the walk
5. Comment on the natural world around us: the stars, the moon, the night sky, the sun and rain, the clouds etc.

