

Quest School  
Curriculum Model: 6<sup>th</sup> form

<b>Curriculum: Students in Post-16 Provision</b>	
<b>Area</b>	
<b>Maths and English</b>	Individual Maths & English programmes based on baseline assessment of needs, individual progression targets and ABA curriculum. AQA Entry Level also available and followed by some students, as appropriate
<b>Language &amp; Communication</b>	Verbal Behaviour programmes: Mands, Tacts (inc affecting a listener), Echoics, Intra-verbals, Peer interaction, Listener Behaviour Emotional understanding and higher order reasoning skills Total communication approach: vocal language, signs and symbols
<b>Student Voice</b>	Promoting spontaneous communication; Rapport Building; Preference Assessments/making choices Student contribution to Annual Review
<b>ICT</b>	Based on ABA curriculum and identified individual needs towards independence in ICT use. AQA Entry Level also available and followed by some students.
<b>PSHE and Self Help Skills</b>	Assessment of individual future self-care needs, positive contribution abilities and functional independence skills, to form a pathway towards future independence and opportunities.  Programmes include: Sex & relationship education, E-safety, Independence skills: personal hygiene, (cleaning, washing clothes), healthy living. Making lunch; Community trips & road safety Travel Training Money & Finance
<b>Creative Arts/Theme days</b>	Cross-cultural & topical themes Promoting Britishness

Quest School  
Curriculum Model: 6<sup>th</sup> form

<b>Work and Vocational Skills</b>	Focus is on providing experiences of a range of possible future employment tasks, and developing identified skills and abilities needed to access a range of suitable pathways to supported future employment. Programmes include: Careers Education; making choices
<b>Leisure, Recreation and Physical Education</b>	Focus on providing new experiences of age appropriate leisure and recreation opportunities which will remain accessible options for pupils to enjoy and achieve against, and use as a means to stay healthy over the rest of their lives. Also, developing identified pupil skills and needs to allow them to safely access a range of leisure and recreation activities.  Regular scheduled programmes include: Gym, Swimming, Trampolining (offsite) Fine and Gross motor skills development
<b>External Accreditation</b>	ASDAN Bronze Award ASDAN: Transition challenge BTEC options at local college Entry Levels: Maths, English, ICT, Functional skills Spadework: Horticulture programme