



**St Catherine's**  
Together a voice, a future

# St Catherine's School Sixth Form Centre

Integrated Programmes of  
Speech and Language Therapy,  
Occupational Therapy, Education and  
Residential Care

# SIXTH FORM CENTRE

## INTEGRATED PROGRAMMES OF SPEECH AND LANGUAGE THERAPY, OCCUPATIONAL THERAPY, EDUCATION AND RESIDENTIAL CARE

### Introduction

St Catherine's Sixth Form Centre supports young people aged sixteen to nineteen with speech, language and communication needs and associated conditions. It is part of St Catherine's School, a non-maintained residential special school based in Ventnor on the Isle of Wight.

Our students' placements are usually funded by their local authority and the majority of our young people have Statements of Special Educational Need or Education, Health and Care Plans.

The provision offered aims to meet each individual's specific needs.

The Centre exists to provide students with a further period of continued concentration to improve their knowledge, understanding and learning skills within a small-group teaching situation. Their learning is underpinned and supported by intensive and integrated speech and language therapy and occupational therapy. Teachers and therapists work together within the classroom to deliver programmes.

The Centre's aim is for students to make sufficient educational and functional linguistic progress in order to be successful in the completion of any future vocational training, education or employment, whilst at the same time supporting their transition to adulthood.

Education and therapy services are supported by a skilled and dedicated care team and trained and professional medical staff. All teams aim to develop the emotional, spiritual and physical well-being of each young person so they are ready and able to learn, and feel equipped to access the social and recreational opportunities available to them.

Promoting healthy living is an integral part of the School Nurses' roles, combining health education in the classroom, help and advice in the houses, and weekly drop-in sessions for sixth form students.

Students are guided towards accepting personal responsibility across all aspects of their lives as they move towards becoming independent young adults.

By attending St Catherine's Sixth Form Centre, young people with speech, language and communication needs will have the opportunity to:

- strengthen their learning skills and raise their literacy and numeracy competences;
- try out vocational training courses and enjoy a variety of work experience;
- improve their communicative ability;
- grow in personal and social maturity;
- gain externally accredited qualifications; and
- raise their levels of independence and gain a range of lifeskills, whilst at the same time being supported in their integration into the local community and having opportunities for social interaction and the development of their interests.

## SPEECH AND LANGUAGE THERAPY

Speech and language therapy is delivered in three ways in the Sixth Form Centre, closely correlated to students' coursework and life skills programmes.

1. Each student receives a course of individual therapy which continues to address his/her particular needs in receptive and expressive language.

A personal programme is devised, incorporating contributions for his/her own goals for improvement in communication. Emphasis is placed on taking responsibility for persisting areas of difficulty and learning effective strategies to overcome these. The number and frequency of the therapy sessions depends on each student's needs.

2. Speech and language therapy is also delivered in the classroom in collaboration with teaching staff to:
  - a) support and reinforce the development of the student's vocabulary towards more age-appropriate levels, particularly in those subject areas which involve words and concepts at an adult level;
  - b) assist the comprehension of text according to their specific disabilities in processing language (e.g. the retention of information, the perception of implied or inferred information below the surface structure);
  - c) assist and guide the organisation of students' written language and literacy as necessary, with reference to their original difficulties with sequencing sounds and sentences, phonological disabilities, etc.; and
  - d) develop appropriate social skills within the context of the Sixth Form environment.
3. Group therapy sessions are also provided to support young people's functional communication and social interaction. Students have the opportunity to concentrate on:
  - a) expanding their knowledge and use of idioms and inferences in conversation – decoding 'hidden messages' and understanding the real meanings behind spoken words;
  - b) developing their social skills by practising their improved spoken language and communicative strategies within the safety of the group;
  - c) learning the accepted rules of conversation to avoid unnecessary misunderstandings of politeness or intent;
  - d) expanding their social use of language as young adults, e.g. putting into practice listening to others, negotiating, compromising, and so on within group exercises before using them in the real workplace and community; and
  - e) developing their confidence and self-esteem.

- f) following a programme of personal, social and health education focussing on some of the issues that students at this age may encounter, including alcohol, drugs and sex education.

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## PROGRAMMES OF STUDY

Students follow an educational curriculum comprising a balance of courses according to each individual's interests and abilities. The coursework is delivered over a two-year period and, increasingly, students stay at the Sixth Form Centre for a third year.

Students follow a programme which is appropriate for the level they are working at. For some students working at higher level qualifications are not appropriate and they will follow a more functional programme of study working towards the ASDAN Life Skills Diploma.

A flexible combination of nationally accredited courses forms the framework for the curriculum. These include:

Oxford Cambridge Royal Society of Arts (OCR)	ITQ
Edexcel (GCSE and BTEC)	Functional Skills – English and Mathematics
ASDAN Award Scheme/ CoPE	

Programmes of study enable students to improve their performance in the following essential skills:

- communication and social interaction;
- written language and literacy;
- basic IT competence;
- numeracy;
- problem solving and practical work skills; and
- independent living.

Students with areas of particular ability are able to follow other accredited courses at the Centre or off site at other educational establishments, as appropriate.

The content of all class-based lessons can be used by students to claim their evidence for ASDAN qualifications, and the course elements also serve as vehicles to practise communication and learning skills.

The Sixth Form Centre's education and therapy programmes dovetail with highly specialised and individually-tailored life skills and leisure programmes. Care staff support young people's social and recreational activities within the Centre and the wider community. Students are encouraged to develop individual talents and interests as well as participating in opportunities to enhance their personal and social development.

Students attend structured work experience in Years 1 and 3 with a range of local employers on the Island and sometimes in their home area. In addition, during Year 1 all students have the opportunity to attend the local college to experience a range of different vocational taster courses. Some students have the opportunity to attend in Year 3 to follow a more structured programme.

Close liaison between the staff at the Centre and other agencies ensures that each individual student is both supported and challenged appropriately, according to his/her own specific needs and abilities. By the end of their time at the Sixth Form Centre, the aim is for each student to be able to make realistic and suitable choices for their future, helping them to move towards independent living, establishing new routines and identifying and achieving their goals.

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## THE CURRICULUM

Students with speech, language and communication needs may have had difficulties in accessing the curriculum and in applying their skills appropriately. Students between 16 and 19 years continue to need a broad and balanced curriculum with integrated speech and language therapy and occupational therapy to meet their needs and to enable them to achieve their potential. They may also need to revisit some areas of the National Curriculum to further establish and consolidate their learning.

At St Catherine's Sixth Form Centre the curriculum has been designed to meet each student's needs by following a broad curriculum. Students have the option to follow some GCSE subjects if this is appropriate as well as focussing on some aspects of the following areas.

### Multicultural Awareness

We live in a multicultural society and therefore believe that the education provided at St Catherine's should reflect this. We encourage all students to appreciate that learning about other cultures enhances their own. At the same time it is important that students gain a sound sense of identity and the concept of being British is included in the curriculum.

### English

Our students continue to need intensive specialist teaching in this curriculum area, specifically with respect to skills in written and spoken language. As with maths, the content of these sessions is based on adult 'life skills' and aims to help students to generalise and consolidate the skills they have and to develop and learn new ones.

The Literacy Functional Skills course gives external accreditation to all students at Entry Level. Additionally, Level 1 and 2 Literacy programmes are available for students as appropriate and some students will follow the iGCSE exam. For a number of students we run one-to-one reading sessions to improve the accuracy of their reading and comprehension. Unit awards, awarded through OCR, can also supplement learning.

### Mathematics

All students are supported to become as competent as possible in numeracy. Students with speech, language and communication needs may have specific difficulties with the concepts and vocabulary of mathematics and continue, post-16, to need specific teaching in this area. Essential skills are taught through maths sessions.

Maths, however, cannot be taught in isolation to life skills and throughout the curriculum there are opportunities for students to develop and improve their numeracy skills, e.g. Enterprise Education, Technology, Independent Living.

The Mathematics Functional Skills course gives external accreditation at Entry Level. Additionally GCSE Mathematics and Level 1/2 Functional Skills can also be delivered if this is appropriate for individual students.

## [PSHE](#)

### *Citizenship Module/PSHE.*

Students with learning disabilities often exhibit difficulties with understanding themselves as part of society, can be confused by concepts of space and time and sometimes find it hard to think about the needs of others.

PSHE covers a range of topical issues to help prepare students for life in the real world. An awareness of life in a multicultural society is a key element of this as well as an understanding of the concept of being British.

## [Information Communication Technology](#)

Information Technology is used throughout the curriculum and staff at the Centre recognise the importance of giving all students the opportunity to use Information Technology effectively, particularly for supporting their learning and for use in the wider community.

The OCR ITQ course is used as the framework for the taught sessions of computer studies. Other work uses ICT across the curriculum.

## [ASDAN/Diploma in Life Skills](#)

Our students benefit from being given specific support so that they can look after themselves in adult life. Many need practical experience of this to establish their knowledge and make it relevant. Students study essential skills for life, e.g. healthy living, money management, family and domestic life, consumer issues, shopping and cooking.

The ASDAN courses are used to accredit some of this work.

## [Careers Education and Guidance](#)

Careers Education is vital so that students can equip themselves for the world of work, future education or training and to develop positive attitudes to lifelong learning. Careers Education is supported by input from an Independent Careers Advisor. Students also experience periods of work experience supported by Careers Education.

## [Enterprise Education](#)

The purpose of this curriculum area is to give students the opportunity to experience the responsibilities of running a small business. The students develop systems and study business procedures in response to individual needs and opportunities identified by the students themselves. Basic literacy, numeracy and communication skills are at the heart of this curriculum area.

In addition, third year Sixth Form students have the chance to participate in the nationally-recognised Young Enterprise scheme, giving them hands-on experience of managing a company and dealing with customers.

## [Physical Education – Sports Leaders](#)

Students are encouraged to take part in physical and leisure activities so that they have the foundation, skills and knowledge base for their future independent lives. All students have the opportunity to attend the local leisure centre where they can take part in a variety of sporting activities. In all of these sessions, communication and social skills are given a high priority and students are encouraged to make personal choices about their preferred leisure activities.

Students have the opportunity to follow the Sports Leaders programme gaining a recognised qualification which focuses on leadership skills. These skills are delivered through sport and are designed so students can transfer the necessary leadership skills and qualities in other areas of life such as voluntary work or employment. As such students are more prepared and ready for the next stage of their learning.

### [Vocational Training Opportunities](#)

To extend students' vocational awareness, sixth formers attend the Isle of Wight College to follow part-time courses offering vocational and personal enrichment. They attend in Year 1 as a discrete group supported by members of the Centre's staff. Additionally, the Centre offers accredited in-house vocational taster courses in a number of different areas.

### [Work Experience](#)

The chance to undertake work experience provides students with opportunities to develop their understanding of the world of work and enhance their prospects of employability. All students experience periods of planned and structured work experience, which are reviewed regularly and supported by specialist staff.

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## ACCREDITATION

Many of the courses lead to accreditation through Exam Boards. These are reviewed on a regular basis to meet the needs of students.

### [English Functional Skills Entry Levels 1, 2 and 3 and Levels 1 and 2](#)

This programme offers candidates certificates in Functional Skills at Entry Levels 1, 2 and 3 and, if appropriate, Level 1 and 2 (which are equivalent to GCSEs). This award provides young people and adults with foundation skills in the three primary areas of:

- reading;
- writing; and
- speaking and listening.

### [Mathematics Functional Skills Entry Levels 1, 2 and 3 and Levels 1 and 2](#)

This award provides young people and adults with foundation skills in the three primary areas of:

- understanding and using mathematical information;
- calculating and manipulating information; and
- interpreting results and communicating mathematical information.

For both Functional Skills programmes, there is a final exam covering all areas at an appropriate point in the year.

### [Information Technology Qualification \(ITQ\)](#)

ITQ is a course which provides opportunities for our students to be assessed externally in 30 application areas with respect to using computers, word processing, databases, spreadsheets, computer art, audio recording, visual recording, graphical representation of data and desktop publishing.

Each application area is assessed at Entry 3, Level 1 or Level 2 of the Qualifications and Credit Framework. This allows students to progress through the levels according to their abilities, working at an appropriate pace and at the end of each task they must complete a

portfolio. When the required standard is achieved the student's work is sent for external moderation.

### [GCSE Art](#)

The students can choose to follow the Fine Art course which consists of two pieces of coursework and a controlled assessment. They look at the process of drawing through different mediums and have the opportunity to explore different textures. They will also look at some key artists throughout the years.

### [GCSE Mathematics](#)

GCSE Mathematics is offered to those students for whom it would be appropriate because of their aptitude in maths.

### [GCSE Photography](#)

This element of the arts curriculum gives young people the opportunity to use their good visual skills to both gain confidence and accreditation of their strengths. The skills taught help students to look critically at visual material and make considered judgements.

The research elements of the course are supported by speech and language therapists and can be cross-referenced into other curriculum areas such as ASDAN.

### [GCSE Music](#)

This course focuses on three elements: performance, composition and the study of music genres. Students need to be able to play a musical instrument confidently both as a soloist and within an ensemble.

### [BTEC Science](#)

For those students who want to pursue their interest in Science, there may be an opportunity to take the BTEC Level 1 and/or the Level 2 First Certificate in Applied Science. The course covers elements of the three subject areas of Biology, Chemistry and Physics. The course includes an exam which covers all areas.

### [BTEC Home Cooking Skills](#)

The students follow Jamie Oliver's devised programme at either Level 1 or Level 2.

### [Award Scheme Development Accreditation Network \(ASDAN\)](#)

- Bronze
- Silver
- Gold
- CoPE Level 1/2

These awards can be followed both in the classroom and in leisure time. Each award offers a range of challenges, which are designed to encourage students to develop independent learning strategies and improve their organisational skills.

All challenges encourage students to enhance their performance in the key skills and may count towards separate key skills certification.

Students will follow these awards at the level most appropriate to their needs and competencies.

## EXPLANATION OF QUALIFICATIONS

The table below shows the different types of accreditation that can be offered at St Catherine's School and Sixth Form Centre, and how they fit into the National Qualifications Framework.

National Qualifications Framework Level	Accreditation offered at St Catherine's (according to individual need)
<p><b><u>Entry level</u></b>  <b>Which is broken into:</b>  <b>Entry 1</b>  <b>Entry 2</b>  <b>Entry 3</b></p>	<ul style="list-style-type: none"> <li>– Entry Level Certificate (English, Maths, Geography, RE, History, ICT, Art, Design &amp; Technology, Music, Science)</li> <li>– ASDAN Bronze/Silver</li> <li>– AQA Unit Award (RE, Design &amp; Technology, Life Skills, Vocational Education)</li> <li>– OCR Learning &amp; Life Skills</li> <li>– Entry Level English Functional Skill</li> <li>– Entry Level Mathematics Functional Skills</li> <li>– BTEC Workskills Entry 3</li> </ul>
<p><b><u>Level 1</u></b>  <b>(e.g. GCSE grades D – G or 4 - 1)</b></p>	<ul style="list-style-type: none"> <li>– GCSE (Maths, English, Science, Construction, Art, Design &amp; Technology, RE)</li> <li>– Information Technology Qualification (ITQ)</li> <li>– ASDAN CoPE Award Level 1</li> <li>– Level 1 Functional Skills Mathematics</li> <li>– Level 1 Functional Skills English</li> <li>– BTEC Science Level 1 and Workskills Level 1</li> </ul>
<p><b><u>Level 2</u></b>  <b>(e.g. GCSE grades A* - C or 9 - 5)</b></p>	<ul style="list-style-type: none"> <li>– GCSE (Maths, English, Science, Construction, Art, Design &amp; Technology, RE)</li> <li>– BTEC Certificate (Applied Science, Construction, Workskills)</li> <li>– ASDAN CoPE Award Level 2</li> <li>– Level 2 Functional Skills Mathematics</li> <li>– Level 2 Functional Skills English</li> </ul>

For further information about St Catherine's Sixth Form Centre, please contact the Admissions Officer on 01983 852722 or email [general@stcatherines.org.uk](mailto:general@stcatherines.org.uk)

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