

# Merstone Accreditation Pathways



## An introduction to upper school pathways

As pupils progress through upper school staff will use a variety of methods to ensure each pupil is placed on the correct pathway that will best support them and ensure they continue to make progress. This will include:

1. Previous and futures teachers and class staff meeting to discuss each pupil and the pathway that would best suit their needs.
2. End of year data.

Teachers and class staff will continue to monitor and assess pupils throughout the year. If at any point, it is felt that an alternative pathway would be more suitable then we will inform all involved and make any necessary changes.

## Rubies 3 pathways

All pupils in our Rubies 3 department are introduced to accreditation whilst taking part in ASDAN Transition Challenge (sensory). This offers a developmental perspective for learners working at this academic level. This ASDAN programme allows for small steps of learning to be recognised and achievements to be celebrated. Pupils will study:

1. Communication and interaction
2. Cognition
3. Physical
4. Self-help and independence

Pupils will be required to complete at least five sections in each area in order to complete the programme and gain their gold certificate.

## Sapphire 3 pathways

All pupils in our Sapphire 3 department are introduced to accreditation whilst taking part in ASDAN Transition Challenge (introduction and progression). This covers a range of statutory programmes of study for key stage 3 national requirements alongside activities which support the development of many skills required for adult living. Pupils will learn skills in the following areas:

1. Knowing how
2. Making choices
3. Feeling good
4. Moving forward
5. Taking the lead

Pupils will be required to complete at least 9 sections in each of the 5 sections in order to complete the programme and gain their gold certificate.

## Emerald 3 pathways

All pupils in our Emerald 3 department are introduced to accreditation whilst taking part in ASDAN personal progress modules. These qualifications have been designed to address the needs of learners with special educational needs and disabilities (SEND), working at Entry 1 or below. The qualifications ensure that all learners are given the same opportunities to access appropriate and relevant education to develop new skills and improve their life outcomes.

These qualifications may include:

1. Engaging with the world of work: work experience
2. Developing independent living skills: being healthy
3. Developing independent living skills: having your say
4. Developing independent living skills: personal care
5. Participating in a mini enterprise event
6. Preparing drinks and snacks
7. Planning and preparing food for an event
8. Rights and responsibilities: everybody matters
9. Understanding what money is used for
10. Travel within the community: going places
11. Developing ICT skills
12. Dealing with problems

### Diamond 1 Pathways

Pupils who enter our Diamonds department will continue to develop skills which will enable them to lead a full and exciting life when they leave Merstone School. In our Diamonds department, we work hard to develop our independent life skills and prepare us for adult hood.

#### Towards Independence: sensory modules

Towards Independence provides a framework of activities to develop and accredit personal, social, work-related and independent living skills, much of our curriculum is based around Towards Independence.

Pupils working in Diamonds 1 will take part in a wide range of sensory based modules, all of which can be found on our curriculum timetable.

#### Life skills Challenge

To support the development of independent life skills, our pupils in Diamonds 1 will also take part in Life Skills Challenges. These are short modules which have been mapped to the four Preparing for Adulthood pathways and cover subject areas such as English, mathematics and PSHE.

### Diamonds 2 pathways

Pupils in Diamonds 2 will take part in a range of externally moderated exams and modules. These include:

#### Towards Independence: introduction level

Much of our KS5 curriculum is based around Towards Independence; pupils will take part in a variety of modules which will enable them to build up their own personal profile. All modules can be found on the curriculum timetable.

#### Life Skills Challenge: pre entry level

These short modules enable pupils to work towards entry level; these are evidence based modules which will be sent off to be externally moderated before pupils receive their certificate.

#### Pre entry Ascentis

Pupils working within Diamonds 2 will also take part in pre entry/ entry level 1 Ascentis examinations to develop their English reading, writing and speaking and listening skills and their maths skills. These are formal exams which take place throughout the year; staff will gather evidence and pupils will take part in a short exam when they are ready which

will be sent for external moderation. Staff will discuss individual pupils and decisions will be made on a pupil specific basis.

### Diamonds 3 pathways

#### Towards Independence: progression

Pupils in Diamonds 3 working at a slightly higher academic level will also take part in a wide range of Towards Independence modules, these will be delivered at a slightly higher level and pupil's evidence requirements will reflect this. Evidence will be collected during the four years spent in our Diamonds department before being internally moderated and then sent for external moderation. When complete and moderated pupils will receive their certificates.

#### Life skills Challenge: entry level

Pupils will also take part in a range of life skills challenges to support their development of subject areas such as English, mathematics and PSHE. These are listed on the curriculum.

#### Ascentis

Pupils will also take part in Ascentis examinations. These are externally moderated exams which take place at the end of each term. Pupils will take part in a range of English and maths based exams and depending on their academic level will complete exams from entry level 1 up to level 2. Staff will monitor progress throughout the term and will put pupils forward for exams when they feel they are ready.