



'The Woodside Way'

October 2017

Who...

- ▶ Proprietor and Head Teacher - Jonny Lakin
- ▶ Unfulfilled in Mainstream
- ▶ Frustrated in LEA Special
- ▶ Disillusioned by Outreach

Who...

- ▶ Russell Carrington - Assistant Head Teacher
- ▶ Assessment and Curriculum Manager
- ▶ Head of Learning Outside the Classroom (LOtC)

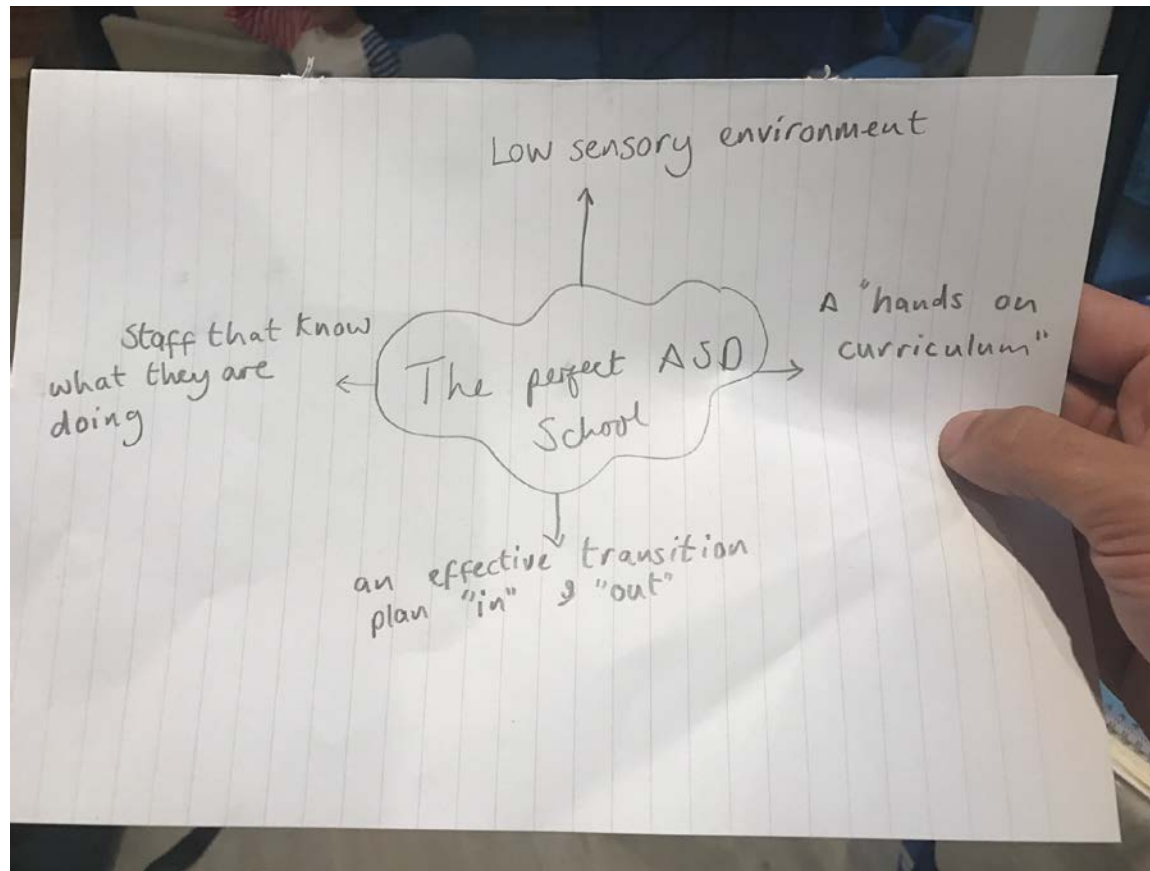
Why...

- ▶ Its all about Entry Level RE obviously....
- ▶ If you want a job doing, do it yourself!!

So what did I do?

- ▶ I decided I had to open my school...
- ▶ The 'Brain Storm!' - Two Hours set aside.
- ▶ Reality - 4 key points on a 'thought cloud'

The 'actual' Thought Cloud



....and so in 2011, Woodside Lodge
Outdoor Learning Centre was born.



'Low Sensory Environment'



'A hands on Curriculum'



‘A hands on Curriculum’



‘Staff that know what they are doing’



'an effective transition both 'in' and 'out'

- ▶ At students pace
- ▶ Working 'backwards
- ▶ Local links

What do we 'look' like today??

- ▶ 29 Students on roll
- ▶ Split across five bases - One Ash House (Secondary and Girls), 14 (Secondary boys, Stonehurst Lodge (Primary), 21 (New Vale - Behavioural) & Vale Farm (Outreach)
- ▶ 56 Staff including teaching, support, admin, therapy and outreach.
- ▶ Couple of horses

What do we 'look' like today??

- ▶ Lifeskills base
- ▶ The Skate Park
- ▶ Creation of the 'Group' and expansion.....

The Process...

- ▶ Assessment of Needs - Academic and Sensory/ASD
- ▶ Heavy on Therapy or 'straight in?'
- ▶ Creation of the pathway - work backwards then execute
- ▶ Transition

The Curriculum

- ▶ Focus on Core Skills Subjects (English, Maths, PSHE)
- ▶ Provision of a 'character' education for the whole child
- ▶ Maths & English Functional Skills over GCSE
- ▶ Individualised PSHE curriculum
- ▶ Breadth of study and balanced timetables

Learning Outside The Classroom

- ▶ Who is responsible for it?
- ▶ What is it?
- ▶ Why do we do it?
- ▶ When do we do it?
- ▶ Where do we do it?
- ▶ How do we do it?

Lifeskills

INITIAL CHECKLIST

PLACE A TICK IN THE BOX NEXT TO ANY LIFESKILL THE STUDENT ALREADY POSSESSES

MONEY SKILLS		PERSONAL HYGIENE		SOCIAL/COMMUNICATION	
<input type="checkbox"/> can recognise coins and notes	<input type="checkbox"/>	<input type="checkbox"/> can run a bath	<input type="checkbox"/>	<input type="checkbox"/> can communicate via email	<input type="checkbox"/>
<input type="checkbox"/> ability to recognise the cost of something	<input type="checkbox"/>	<input type="checkbox"/> can use bath appropriately	<input type="checkbox"/>	<input type="checkbox"/> can hold a conversation 1:1	<input type="checkbox"/>
<input type="checkbox"/> ability to select appropriate coins/notes to pay for something	<input type="checkbox"/>	<input type="checkbox"/> can use a shower	<input type="checkbox"/>	<input type="checkbox"/> can participate in a small group discussion	<input type="checkbox"/>
<input type="checkbox"/> ability to keep money safe	<input type="checkbox"/>	<input type="checkbox"/> can wash body whilst in bath/shower	<input type="checkbox"/>	<input type="checkbox"/> can change manner according to social situation	<input type="checkbox"/>
<input type="checkbox"/> ability to get money from ATM	<input type="checkbox"/>	<input type="checkbox"/> can perform basic hand wash	<input type="checkbox"/>	<input type="checkbox"/> can send a text	<input type="checkbox"/>
<input type="checkbox"/> can open a bank account	<input type="checkbox"/>	<input type="checkbox"/> can perform basic face wash	<input type="checkbox"/>	<input type="checkbox"/> can make a phone call	<input type="checkbox"/>
<input type="checkbox"/> can open a savings account	<input type="checkbox"/>	<input type="checkbox"/> can choose appropriate toiletries	<input type="checkbox"/>	<input type="checkbox"/> can approach unknown person for help or advice	<input type="checkbox"/>
<input type="checkbox"/> can pay money into an account	<input type="checkbox"/>	<input type="checkbox"/> can wash hair	<input type="checkbox"/>	<input type="checkbox"/> can maintain eye contact	<input type="checkbox"/>
<input type="checkbox"/> can write <input type="checkbox"/> can write	<input type="checkbox"/>	<input type="checkbox"/> can clean teeth	<input type="checkbox"/>	<input type="checkbox"/> resolve a conflict	<input type="checkbox"/>
<input type="checkbox"/> can set up a direct debit	<input type="checkbox"/>	<input type="checkbox"/> can recognise and buy appropriate dental hygiene products	<input type="checkbox"/>	<input type="checkbox"/> can book an appointment <input type="checkbox"/> dentist, doctor	<input type="checkbox"/>
<input type="checkbox"/> can budget plan	<input type="checkbox"/>	<input type="checkbox"/> can style hair	<input type="checkbox"/>	<input type="checkbox"/> can understand how other people feel	<input type="checkbox"/>
<input type="checkbox"/> understands savings	<input type="checkbox"/>	<input type="checkbox"/> can dry body appropriately with towel	<input type="checkbox"/>	<input type="checkbox"/> can keep personal information safe	<input type="checkbox"/>
<input type="checkbox"/> realistic understanding of what everyday essentials cost	<input type="checkbox"/>	<input type="checkbox"/> can recognise when clothes are dirty and should not be worn again	<input type="checkbox"/>	<input type="checkbox"/> can communicate via email	<input type="checkbox"/>
<input type="checkbox"/> internet shopping	<input type="checkbox"/>	<input type="checkbox"/> can trim finger and toe nails	<input type="checkbox"/>		
<input type="checkbox"/> ability to pay with a debit card	<input type="checkbox"/>	<input type="checkbox"/> can shave independently with razor or electric shaver	<input type="checkbox"/>		
<input type="checkbox"/> knows what to do if wallet/purse is stolen	<input type="checkbox"/>	<input type="checkbox"/> is aware of basic sex education	<input type="checkbox"/>		

PUBLIC TRANSPORT		RELATIONSHIPS		HOBBIES	
<input type="checkbox"/> can recognise the various forms of public transport	<input type="checkbox"/>	<input type="checkbox"/> is able to build knowledge of those around them by asking appropriate questions	<input type="checkbox"/>	<input type="checkbox"/> can research a range of leisure activities within local area	<input type="checkbox"/>
<input type="checkbox"/> can use the internet to find relevant bus/train routes and timetables	<input type="checkbox"/>	<input type="checkbox"/> is able to greet a person appropriately	<input type="checkbox"/>	<input type="checkbox"/> can research facilities appropriate to own interests	<input type="checkbox"/>
<input type="checkbox"/> can use a bus service to get from a to b	<input type="checkbox"/>	<input type="checkbox"/> able to maintain a conversation on a range of subjects	<input type="checkbox"/>	<input type="checkbox"/> can research local clubs appropriate to own interests	<input type="checkbox"/>
<input type="checkbox"/> can phone for a taxi to get from a to b	<input type="checkbox"/>	<input type="checkbox"/> can adapt language according to relationship	<input type="checkbox"/>	<input type="checkbox"/> can enroll in clubs appropriate to own interests	<input type="checkbox"/>
<input type="checkbox"/> can use a train service	<input type="checkbox"/>			<input type="checkbox"/> can participate in local clubs and activities	<input type="checkbox"/>

ACCESSING COMMUNITY		BEING PREPARED FOR WORK		COOKING	
<input type="checkbox"/> is aware of which shops are in local community	<input type="checkbox"/>	<input type="checkbox"/> able to write a CV	<input type="checkbox"/>	<input type="checkbox"/> can plan a daily and weekly menu	<input type="checkbox"/>
<input type="checkbox"/> is aware of which leisure facilities are in local community	<input type="checkbox"/>	<input type="checkbox"/> understands the basic requirements of a CV	<input type="checkbox"/>	<input type="checkbox"/> can buy ingredients for a specified meal	<input type="checkbox"/>
<input type="checkbox"/> can use leisure facilities independently	<input type="checkbox"/>	<input type="checkbox"/> able to write a letter of application	<input type="checkbox"/>	<input type="checkbox"/> can cook basic meals	<input type="checkbox"/>
<input type="checkbox"/> is aware of how to post letters and parcels	<input type="checkbox"/>	<input type="checkbox"/> able to complete a job application form, by hand or electronically	<input type="checkbox"/>	<input type="checkbox"/> understands health and safety issues within the kitchen	<input type="checkbox"/>
<input type="checkbox"/> able to navigate from a to b within community	<input type="checkbox"/>	<input type="checkbox"/> understand what is expected in an interview and can prepare for this	<input type="checkbox"/>	<input type="checkbox"/> understands how to use cooking equipment	<input type="checkbox"/>
<input type="checkbox"/> able to understand simple directional instructions	<input type="checkbox"/>	<input type="checkbox"/> able to complete a job interview	<input type="checkbox"/>	<input type="checkbox"/> understands basic food hygiene	<input type="checkbox"/>
<input type="checkbox"/> aware of main road names within community	<input type="checkbox"/>	<input type="checkbox"/> understands where to look for job vacancies	<input type="checkbox"/>	<input type="checkbox"/> can wash up after preparing food	<input type="checkbox"/>
<input type="checkbox"/> understands road safety	<input type="checkbox"/>	<input type="checkbox"/> understands how to use the job <input type="checkbox"/>	<input type="checkbox"/>		
		<input type="checkbox"/> knows where to go for careers advice	<input type="checkbox"/>		

Lifeskills



LIFESKILLS EVIDENCE SHEET

NAME OF LEARNER;

DATE OF SESSION;

LIFESKILL TO BE LEARED;

LIFESKILL NUMBER;

STAFF NAME;

INDIVIDUAL STEPS TO BE LEARNED

EACH SKILL SHOULD BE MARKED WITH 1 – FULLY UNDERSTOOD, 2 – NEEDED SOME HELP,
F – NEEDED FULL SUPPORT

STUDENT COMMENT

I FOUND THIS LIFESKILL EASY - OK - HARD

PHOTOGRAPHIC EVIDENCE

STAFF COMMENT

How many individual steps to make toast?

1. Get out bread
2. Get out butter
3. Get out plate
4. Get out knife
5. Put bread in toaster
6. Push down handle
7. Wait for toast to pop up
8. Carefully put toast on plate
9. Put knife in butter and scrape onto knife

How many individual steps to make toast?

- 10. Spread Butter evenly on toast
- 11. Cut toast into halves or quarters
- 12. Eat Toast

Lifeskills – Why so important?

- ▶ Transferable skills, or in particular 'non' transferable
- ▶ Independence vs Academic

Meet Cade...



- Transitioned from another Independent aged 12
- High levels of physical aggression
- Police called daily
- Complicated home life
- No academic progress made in 5 years
- Had never integrated with 'peers'

The Approach...

- ▶ A week of 'what on earth do we do!'
- ▶ Consistency
- ▶ OT assessment - SLT assessment
- ▶ Use of Equine Therapy
- ▶ Using the outdoors - Bale Football

The Approach...

- ▶ Breaking the negative staff associations
- ▶ Trust
- ▶ Incidental learning
- ▶ Convincing him he is worthy - showing him the progress

What just happened??

- ▶ Functional Skills Level One (D grade equivalent) in Maths, English and ICT
- ▶ Able to get the bus to Leicester City
- ▶ Insists on cooking for his mother 3 days a week
- ▶ Has a bath every day
- ▶ Went to see his first LCFC game

But more importantly...

- ▶ Has just started Leicester College - Sports Science L2
- ▶ There has been one snag.....boys will be boys...

Diet and dietary issues...

- ▶ Myths and poor 'self given education'
- ▶ The sensory 'block'
- ▶ Anxiety

The WLOLC students and food...

- ▶ Beige foods and energy drinks...
- ▶ Where does our food come from?
- ▶ What effect does it have on our bodies and minds?
- ▶ Food, drink and the emotional attachment
- ▶ Control
- ▶ Restorative and Progressive Deconstruction (RPD)