

**Ofsted**  
Outstanding  
Provider



The  
Westminster  
School

## Personal Development

### Parents' and carers' handbook



*"It's a fantastic school that looks at the individual child and focuses on their needs"*

**KS4 Parent**

*"The curriculum is exceptionally well organized and highly personalized. Arrangements for assessing and tracking pupils progress are meticulous. Every step of progress, however small is recorded and celebrated"*

**Ofsted,**  
**November 2017**



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The PD Curriculum and My Community



My Communication, My Wellbeing and My Thinking Skills



My Creativity and My Care and Independence



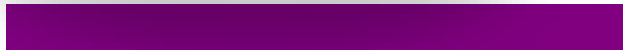
EHCPs and Planning Stars



My Holistic Profile



Assessment



# The PD Curriculum



This pathway offers a completely personalised learning experience for the students. Each student has their own curriculum which changes with them to suit their needs as they grow and develop. The curriculum is made up of six areas: My Communication; My Community; My Thinking Skills; My Wellbeing; My Care and Independence; and, My Creativity. Skills that have traditionally been taught in Maths or Science lessons are included in My Thinking Skills. Skills that have been taught in English lessons, such as reading and writing, are included in My Communication.

The Personal Development pathway prioritises all areas of your child's development, such as play, social skills, life skills, problem solving and communication. The aim of the pathway is to enable the students to flourish in every way they can, in order to be as prepared as possible for their adulthood. Within all of the six areas of learning, pupils are encouraged to master skills and be as independent as possible.

## My Community

In this area, pupils learn about the world around them. They get to know more about the people in their lives, the area that they live in and experience places that are completely new to them. Activities range from playing in the classroom to exploring the local community's shops and markets, from mud play to John Muir and Duke of Edinburgh Awards, and from forming friendships to attending residential visits.



Residential visits



## My Communication

This is one of the most important areas of learning for all of our pupils. The pupils learn to initiate communication, read symbols and pictures that will help them in their life and most importantly, enjoy communicating with people. Pupils are encouraged to communicate as much as possible when they feel comfortable doing so. School staff will use a range of strategies to support your child's communication, including Makaton, Intensive Interaction, PECS, visuals and key-word language.



## My Wellbeing

Your child's well-being is very important to everybody at The Westminster School. There are two core elements in this area: emotional well-being and physical well-being. The pupils learn to identify and regulate their emotions and find strategies to help them do so, allowing them to develop into happy young adults who can understand the world around them. They also learn to keep fit, eat well and stay healthy.

## My Thinking Skills

Pupils learn how to solve problems independently, to count, to use money, to understand time, develop their memory, thinking through new situations before acting and evaluating. In this area, the foundational skills of Science and Mathematics are taught in functional, relevant and fun ways.



## My Creativity

Pupils are engaged in exciting elements of Music, Art and Drama. They will have the chance to learn how to play instruments, to take part in performances and to create pieces of music and art of their own. The activities linked to My Creativity are used to teach communication skills, thinking skills, social skills and improve pupil's well-being.



## My Care and Independence

This is one of the most highly personalised areas within Personal Development. Pupils learn to take care of themselves in all ways, from independently using the toilet and washing their hands through to cooking, cleaning, washing clothes, travel training, shopping and using public transport. Activities include messy play, showering, using the bus and the train, paying for items, ironing, preparing food and drink and using the telephone.

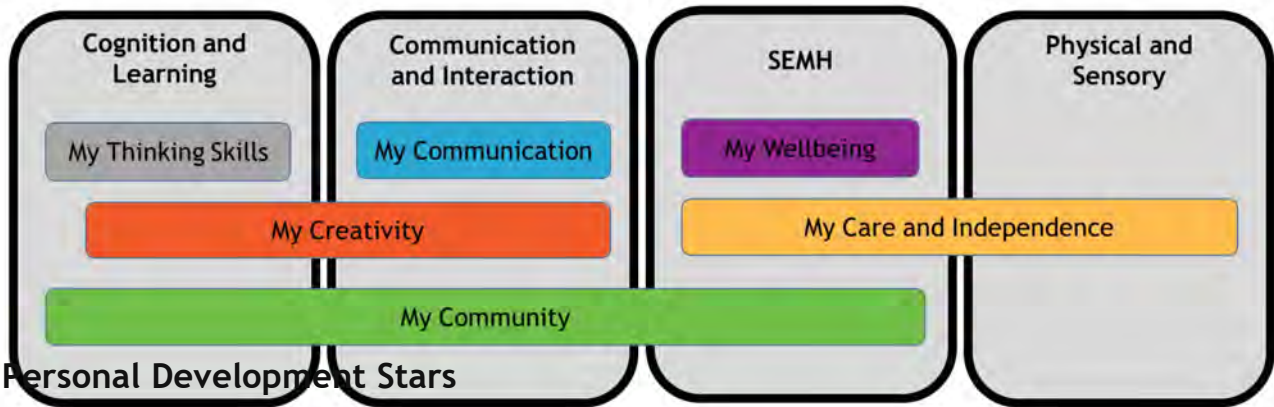


## Planning

### The role of the Education, Health and Care Plan

Each pupil's curriculum is driven by the content and outcomes of their EHCP. The long term aims included in the plan are planned for and worked towards on a termly basis.


Below is a graphic showing how the PD areas of learning fit into the EHCPs:



Each student has a personalised curriculum based on their priorities, strengths, interests and needs. The

Below is a blank copy of PD planning star:

Pupil name  Term



My Wellbeing


My Care and Independence

My Creativity

My Communication

My Community

My Thinking Skills



Personal Development Achievement Star - My PD Priorities



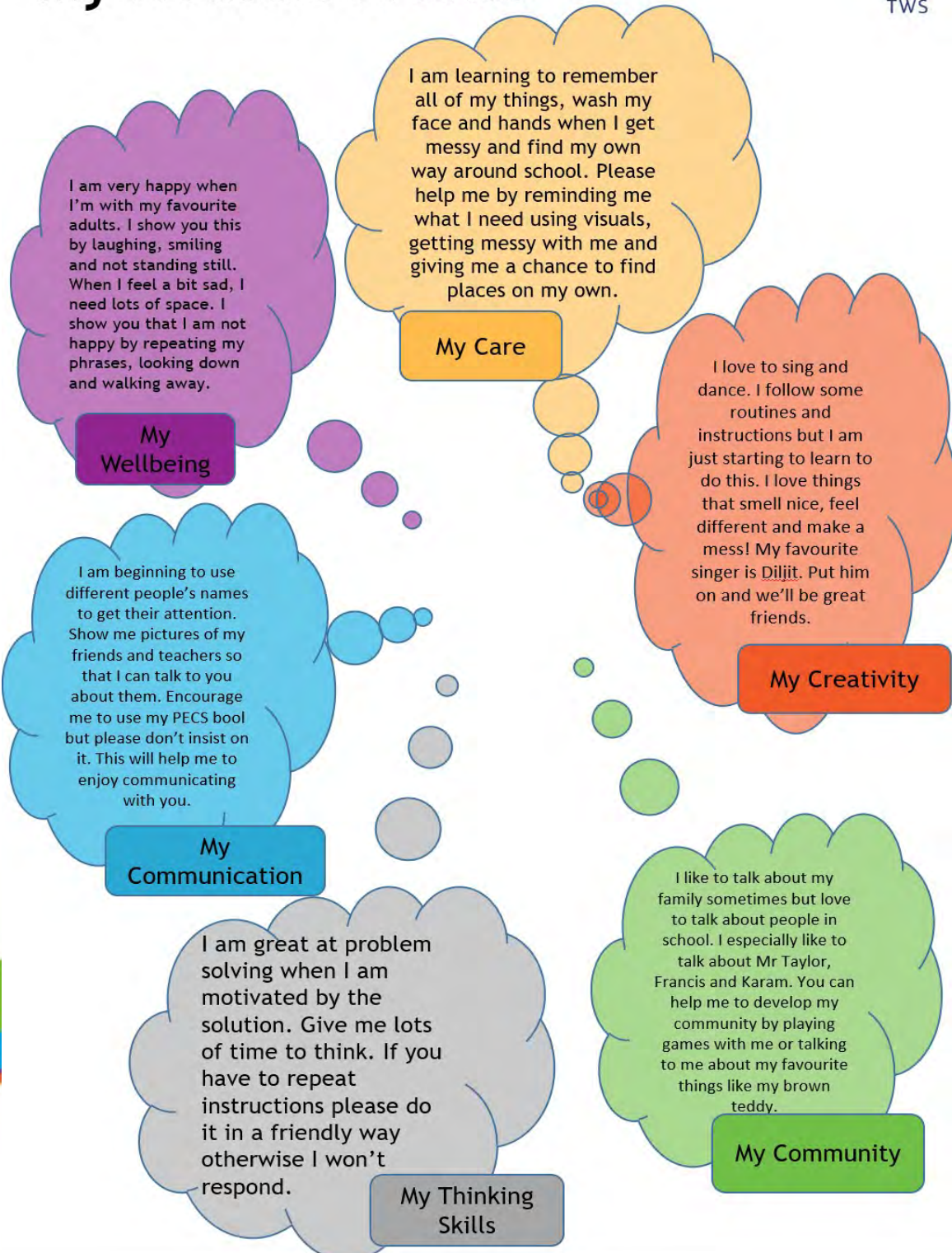
## Planning

### My Holistic Profile

Every pupil has their own profile detailing their needs and strengths within the six areas of learning in the Personal Development curriculum. The profile helps staff to get to know the most important aspects of each pupil.

An example is below:

## My Holistic Profile



# Assessment

## Independence Hierarchy

Each skill that is planned for on your child's planning star is assessed as the term progresses and at the end of each term. Teachers record the level of independence with which each skill has been performed. It is our aim that the pupils are as independent as possible. It is our job to move your child along the independence hierarchy, which is explained below:



## Towards Independence



**Physical Help**  
This is 'hand over hand' help to complete a task.



**Modelled help**  
You will be able to copy what someone does by watching.

**Independent in different contexts**  
You will be able to complete a task in different places.



**Independent**  
You can complete a task all by yourself without any prompts in a familiar place



**Verbal Prompt**  
You will be able to follow a direct instruction.

**Gestural prompt**  
You will need to be prompted to know what to do.





# How can we work together?

You know your child better than anyone. Together, we can create a meaningful and positive educational experience for your child which will prepare them for their adulthood.

How can

1. Keep in touch! Please call, or write in your child's home school diary, to talk to your child's class team on a regular basis.
2. Keep us informed of any changes to your child's circumstances, routine or special interests.
3. Make sure that your child's priorities are included on their planning stars.
4. Help your child to practise the skills that they are learning at school when they are at home. This repetition will enable them to master the skills they are working on. Let us know how we can help you to achieve this. We are always happy to send resources and visuals home to see if they help.





The  
Westminster  
School

*Safe, Happy and Learning Together*

## ***Our vision:***

*Building foundations and  
providing opportunities to create  
confident, aspirational and  
independent members of our  
community.*

## **Contact Us**

For more information about KS4 and any of the information in this booklet please contact Mr. K Bhogal Senior Manager for the PD Pathway

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