

# Richard Challoner School



St. Francis  
Xavier Centre

A Post-16 entry programme for  
young people with Moderate  
Learning Difficulties (MLD)



# Welcome

We are delighted that you have shown interest in the St. Francis Xavier Centre (SFX), our Post-16 Entry Programme. Officially opened in September 2016 this new programme, is embedded within Richard Challoner School which has a long-standing reputation for supporting young people with Special and Additional Needs within Kingston LA and the wider community, with particular experience of housing successful resourced provisions for students with Autistic Spectrum Conditions (ASC) and Social, Emotional and Mental Health (SEMH) needs. We are very much looking forward to extending our reputation for providing outstanding specialist education support into our existing Sixth Form offer over the coming years.

Our SFX programme specifically aims to support students who are the subject of an Education, Health and Care Plan (EHCP) and with Moderate Learning Difficulties (MLD) aged between 16-18. The Centre forms an integral part of our Sixth Form and indeed the rest of our school community.

The SFX enjoys enhanced access to a range of facilities across both the Sixth Form and the main school, including a range of study and social areas and well-equipped specialist teaching spaces. This means our Centre is fully integrated within our Sixth Form, providing curriculum and social opportunities which are highly inclusive.

The SFX will provide a vibrant and stimulating environment for young people to learn and work purposefully towards preparation for adulthood and further study. Our students are valued as individuals, recognised for their talents and challenged in their endeavours.



*Sean Maher*

Mr Sean Maher  
Headmaster



*K. Morley*

Miss Katie Morley  
Teacher in Charge

# Our Provision

*"I chose you before I gave you life, and before you were born I selected you to be a prophet to the nations."* Jeremiah 1:5

## Our Mission

Every young person is unique and made in the image of God. As such, we recognise and value the contribution that all pupils make to our school community, regardless of ability, aptitude or need. Our mission is to create a community of love and learning, based on Christian values, in which each young person can achieve their fullest educational potential to enable and empower.



*Students taking part in 'Challoner Day' in central London*

## Our Vision

Our SFX provision is the first of its kind within Kingston Local Authority and we aim to build on our successful provision for students with Special and Additional Needs in the lower school. Our curriculum is aimed at students with Moderate Learning Difficulties (MLD) working across the range of Entry Levels and up to Level 1 in basic skill areas. We also offer a range of holistic activities and opportunities to promote independence and support pupils to transition to adulthood successfully.

## Our Aims

We have a commitment to ensuring that:

- young people with learning difficulties feel supported to develop their full potential through our purposeful and stimulating curriculum
- young people are encouraged to be independent in all aspects of development
- we promote the development of each individual's talents, skills, confidence and self-esteem
- we foster an environment which promotes gospel values of self-discipline, respect for others, forgiveness, a spirit of generosity and encompassing principles of justice and peace.

***“I think this is an excellent school and I’m really enjoying being here” R. Town (July 2017)***



# Curriculum Offer

Our curriculum is divided into 3 different sections to signify the differences between our compulsory core, other accredited areas and holistic aspects of our provision. These are:

- Core Curriculum: Focussing on Literacy, Numeracy, ICT and Life Skills
- Life Skills: Additional vocational and life skills to encourage independence and further study
- Enrichment: A cycle of enrichment and holistic opportunities to complement our core offer

We encourage pupils to work towards a degree of independence in all aspects of their lives, not just in school. Although we want students to enjoy and achieve, with a variety of accredited courses on offer, our curriculum is centred around providing opportunities for pupils to apply their learning to a range of real-life situations. As such, we aim to provide a broad and balanced curriculum which:

- Builds on pupils' prior knowledge and attainment
- Provides pupils with a range of accredited courses in core subject areas and purposeful life skills
- Empowers young people and draws upon their talents, interests and hobbies
- Allows pupils to become involved in a range of holistic enrichment activities

	Subject	Qualifications Offered
CORE	English	Entry Level 2 & 3; Level 1
	Maths	Entry Level 2 & 3; Level 1
	Information & Communication Technology	Entry Level 3; Level 1
	Personal Life Skills	Entry 3; Level 1 Award
	PSHE/SMSC	-
LIFE SKILLS	Travel Training	-
	Young Enterprise	-
	Work Experience	-
	College Link Course	Various (Y13 only)
	Work Skills	BTEC Entry Level 3 / Level 1
	Food Skills	BTEC Level 1 / Level 2
ENRICHMENT	Music	-
	Art (Therapy)	-
	Animal care	-
	Horticulture	-
	Physical Education	-
	Social activities	-
	Therapies *	-
	Film group	-

***Dependent on individual needs based on EHCP, a range of therapy may be offered as part of their curriculum timetable. For example Drama therapy, Occupational therapy, Speech and language therapy or an Education Psychologist***

*Curriculum Plan is indicative and may change dependant on the needs of the students*

# Resources and Facilities

The St. Francis Xavier Centre enjoys its own purpose built classrooms and social spaces in close proximity to our Learning Support Department. We want to make students feel comfortable as they learn, socialise and relax and we hope our current plans help to achieve a balance between all of these conditions. We hope to complete Phase 2 of our building work before the next academic year – this will involve expanding our social area to include a fully functional kitchen space. Each classroom is fitted with SmartBoard technology; indeed, ICT plays a crucial role in the way that students are encouraged to learn and communicate. Each student will make use of iPads extensively as a learning tool and organisational device; additionally, students will have access to Wi-Fi for any other personal or learning devices.



*Small, well-equipped classrooms provide the main teaching areas of the provision*



*Students making cakes engaged in our Food Skills programme*

In addition, our Phase 2 plans feature an outdoor learning space and a social area which are exclusively for Centre use. We hope this will allow students to make choices about how and where they spend their time during unstructured times of the day. The close proximity of the Centre to our existing Learning Support Department means that strong links are also forged with our flagship SEND provision. As members of Richard Challoner Sixth Form, all students will also have access to the Mezzanine (Café) and exclusive Sixth Form spaces. Other subject areas such as Food Skills and Music will be taught in modern, well-equipped classrooms. Students can also make full use of our residential space at the front of our school building which can be used to teach a range of independent living skills.

# Post 16 Life

Our aim is to foster the skills required for independent living and learning. In terms of continued education, this means we are bridging the gap between students' previous experiences of school-life and the expectations that can be anticipated in a college-based system or a workplace environment.

Provision staff plan flexible and creative opportunities for learning both in and outside of the classroom. This allows students to embed learnt life skills into real-life situations. Students are invited to make use of all school facilities and become involved in extra-curricular opportunities. This involves participating in our House System and other whole school events. In addition, pupils have the opportunity to be taught by a number of staff in the mainstream section of the school in more holistic areas of the curriculum such as Music and Food Skills. In addition, students in the mainstream within the Sixth Form take an active role in supporting and joining SFX students for social and learning activities. They will have weekly time dedicated to develop independent travel training.

Students enjoy a slightly shortened day (later start and earlier finish) than the rest of our school community. This enables students to avoid arriving and leaving the school at the busiest times of the day. Their timetable follows the same structure as the main school timetable and again, this enables students to integrate at break and lunchtimes in supervised areas or make use of Sixth Form facilities.



*Sixth Form prefects delivering a presentation to SFX students*



*Students on a visit to Kingston Town Centre as part of their Life Skills programme*

Students make use of a bespoke planner to assist them with organisation tasks; indeed, students are also expected to complete short tasks outside of class time as would be expected in college. Students wear a uniform which is unique to the provision and comfortable/practical for a variety of tasks; however, students also enjoy wearing casual clothing on selected timetabled days. Travel training forms an important part of our timetable and students benefit from a bespoke, practical travel training session. Termly evening events allows students socialise outside the classroom setting.

# Admissions

Before a preference for a placement within the SFX is expressed, it is expected that parents and/or pupils will have made a visit to tour the provision, meet the staff and discuss the appropriateness of a possible placement within the Centre. Consultations for places will only take place for those pupils who:

- are of Year 11 age and ready to transfer to a Post-16 placement
- have a Primary Need which indicates a Moderate Learning Difficulty (MLD)
- are the subject of an Education, Health and Care Plan (EHCP)
- have a basic knowledge of literacy and numeracy and are ready to access Entry Level 2-3 in these subject areas
- demonstrate the ability and readiness to access a mainstream environment with access to specialist support

The current admissions arrangements outlined in the Service Level Agreement indicate that the provision will cater for up to 16 pupils across the two years of the programme. Under normal circumstances, it is likely that 8 pupils will be admitted at Post-16 transfer (and will normally have been in a specialist provision or Special School) into Year 12 each academic year. The Centre will not normally admit more than 8 pupils in an academic year. Decisions about admissions will be made by the SFX Steering Group which also acts as the Admissions Panel. This panel includes members of the Senior Leadership Team of Richard Challoner School, a nominated member of the Governing Body and representatives from Kingston LA.

Where the number of applications for places exceeds the number of places available, the Admissions Panel will apply the following criteria (in order):

1. Pupils who are residents within Kingston and whose EHCPs are maintained by Kingston LA
2. Pupils whose Primary Need is indicated as a Moderate Learning Difficulty (MLD)
3. Pupils who are transferring from a Specialist Resourced Provision or Special School
4. Pupils attending Richard Challoner School (and who meet the over-arching criteria mentioned above)
5. Pupils whose needs can be clearly met (without question) through the use of per place funding without additional resources

Due consideration will also be given to ascertain whether or not the per-place funding allocated to pupils who are admitted represents the efficient use of LA resources, or indeed where the placement of that pupil will not result in the inefficient education of others.