





THE GROVE - SPECIALIST SIXTH FORM CENTRE

Empower Every Journey

FOREST OAK SCHOOL POST-16 CENTRE



The Grove Unit – Vision Brief: Key Stage 5 SEND Unit for Students with Moderate Learning Difficulties (MLD)

Vision Statement

Our vision is to create an **inclusive, empowering, and nurturing 5 SEND unit** that equips students with **Moderate Learning Difficulties (MLD)** with the skills, knowledge, and confidence they need to **flourish in adulthood**. The unit will provide a **broad, balanced, and ambitious curriculum** that offers choice and progression whilst promoting **academic achievement, vocational skills, independence, and personal growth**.

We aim to ensure that every student leaves with **meaningful qualifications, enhanced life skills, and a clear pathway** towards further education, employment, training or supported living.

Core Objectives

- **Access to Accredited Qualifications:** Provide students with the opportunity to achieve **nationally recognised qualifications** that reflect their abilities and prepare them for further education, training, or employment.
 - **Preparation for Adulthood:** Deliver a curriculum that prioritises **functional skills, life skills, and employability** to foster independence and confidence, allowing them to thrive within their **community**.
 - **Holistic Development:** Promote **emotional resilience, self-regulation, and well-being**, equipping students with strategies to manage their emotions and navigate life's challenges.
 - **Individualised Learning Pathways:** Offer **personalised learning plans** tailored to individual needs, strengths, and aspirations.
 - **Real-World Experience:** Embed **practical, hands-on learning** opportunities through community projects, work experience, and enrichment activities.
 - **Smooth, Planned Transitions:** Support students in **transitioning to post-16 or post-18 destinations** with clear pathways, guidance, and external partnerships.
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Operational Structure

The **Grove Unit** will serve as a **central hub** for learning, support, and enrichment activities. The unit will be led by an **experienced, knowledgeable and dedicated team**, committed to delivering high-quality education and care for students with MLD.

- **Key Stage 5 Lead:** Mr Jez Curzon – overseeing **post-16 provision, transition planning, and progression pathways**.

- **Support Staff:** A team of **4 qualified SEND Learning Support Assistants (LSAs)** will provide individualised and group support, ensuring students receive **targeted interventions** and **consistent, high-quality care**.
- **Classes and Structure:** The unit consists of **three dedicated classes**, in **Key Stage 5**, all named after trees to reflect **growth, resilience, and strength**:
 - **Key Stage 5 Classes:**
 - **Elm** – Known for its **resilience and wisdom**, symbolising maturity and readiness for future pathways.
 - **Cedar** – Representing **strength and durability**, as students become more independent and confident.
 - **Hazel** – Symbolising **transformation and adaptability**, fitting for students preparing for adulthood.

Each class will follow a **tailored curriculum** suited to the students' needs, with a focus on **academic progress, vocational skills, life skills, and social development**. Teachers and LSAs will work collaboratively to provide **differentiated support and structured pathways** for each learner. The students will all follow the Forest Oak Ash and Birch Pathways for English, Maths, IT, PSHE and Vocational accreditation.

- **Specialist Classrooms will be used at Forest Oak:** The Grove Unit students will also benefit from **specialist classrooms** for subjects such as **art and food technology**, enhancing their access to **practical, hands-on learning experiences**.
- **Sensory and Well-Being Spaces:** Students will have access to **calm and SMILE rooms** designed to support their **emotional regulation, relaxation, and sensory needs**, ensuring they have safe spaces to retreat to when needed.
- **Use of School Facilities of Tudor Grange Academy**

Students in **The Grove Unit** will have planned access to the **outstanding facilities** available on the **Tudor Grange Academy site**, ensuring they benefit from a **diverse and engaging school environment**, offering opportunities for greater inclusion with their mainstream peers in preparation for life after Forest Oak.

- **Sports Facilities:** Students will be able to use the **on-site sports hall, gym, and outdoor multi-use games areas (MUGA)** for **physical education lessons, fitness sessions, and recreational activities**. These facilities will support students in developing **physical fitness, teamwork, and confidence**.
- **Outdoor Spaces:** The Grove Unit will have access to **expansive outdoor areas**, including **playgrounds, nature trails, and garden spaces**, providing opportunities for **outdoor learning, sensory exploration, and physical**

activities. The **adventure playground** will offer students a chance to **develop motor skills, coordination, take risks** and develop their **confidence** in a safe and supervised environment.

- **Library Access:** Students will regularly use the **school library**, fostering a **love of reading, literacy skills, and independent learning.** The library will provide access to **a diverse range of books, digital resources, and quiet study areas**, supporting both academic and leisure reading.
(In knowing that the current Library may well be converted into a SEND base as Darren shared, perhaps the focus could change....what about “work experience opportunities – supporting TGA sites staff / Admin support / working in kitchens?)

Timetable and Structure

The **Grove Unit** will operate on a **structured timetable** to provide consistency and routine, while offering flexibility to meet individual needs. *See sample timetable on page 8*

Daily Timetable:

- **08:20 – 08:50:** Arrival (prompt) and check-in time – students will engage in **well-being check-ins, morning routines, and preparation for the day.**
 - **08:50 – 10.50:** Lesson 1
 - **10.45 – 11:00:** Break
 - **11:05 – 1:05:** Lesson 2
 - **1:05 – 1:45:** Lunch break in the **main school restaurant**
 - **1:45 – 2:40:** Lesson 5
 - **2:40 – 2:50:** Reflection, review of the day, preparation for tomorrow and dismissal
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Key Features:

- **Prompt Arrival and Check-In:** Students are expected to arrive **promptly at 8:20**, allowing time for **calm, structured check-in activities** until **8:50**. This time will include **emotional regulation, well-being check-ins, and preparation** for the day ahead.
 - **Breakfast Club (Funded and Free):** To **support punctuality, well-being, and readiness for learning**, students can access a free breakfast club from **8:00 – 8:30**. The club will provide a **nutritious breakfast in the kitchen area** (e.g., toast, cereal, fruit, and drinks) and a calm start to the day.
 - **Drop-off Arrangements:** Students will be dropped off at the **front of the school** by minibus or car, ensuring a **safe and organised arrival** process. Staff will be available to support and greet students.
 - Perhaps could acknowledge the advantages of aligning timetables to deliberately coincide with or deliberately avoid certain times of the day with TGA to improve the experience for all students, e.g. sports facilities.
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Partnership Working with Tudor Grange Academy

The **Grove Unit** is delighted to partner with **Tudor Grange Academy**, creating valuable opportunities for **collaborative learning and real-world experiences**. This partnership will:

- **Support Health and Social Care Students:** Tudor Grange students studying **Health and Social Care** will have the opportunity to **gain practical experience** by completing placements at the **Forest Oak main site**.
 - **Early Years and Nursery Work Experience:** Students will have the opportunity to engage in **work experience placements** in the **Early Years and Nursery provision**, developing skills in **childcare, communication, and practical support**.
 - **Mutual Learning Benefits:** The partnership will promote **shared learning experiences**, fostering **empathy, understanding, and collaboration** between students from both schools.
 - On site SEND specific advice and guidance for TGA from qualified Forest Oak practitioners, peer observations in both TGA and in The Grove, Experiential learning for mainstream teachers in a SEND setting, Joint projects / Competitions, Shared INSET days / contribution to INSETS within TGA and additional CPD Opportunities.
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Curriculum and Qualifications

The **Grove Unit** will offer a **diverse and practical curriculum** designed to meet the needs of students with MLD, providing a balance of **academic, vocational, and life skills qualifications**.

Maths, English & ICT – Depending on levels and individuals

- Functional Skills Maths & English (Pearson's) – Entry Level-Level 2
- Entry Level Maths & English (Pearson's)
- Level 1 BTEC Certificate in Information Technology (Pearson's) – ASH Group

PSHE

ASH – Higher Level

- Level 1 Extended Certificate in *Personal Growth & Wellbeing* (Pearson's)

BIRCH – Lower Level

- Entry Level Extended Certificate in *Life & Living Skills* (OCR)

Vocational Qualifications

ASH – Higher Level

- Level 1 BTEC Diploma in Vocational Studies (Pearson's)

BIRCH – Lower Level

- Entry Level 2 BTEC in Pre-Vocational Studies (Pearson's)
- Entry Level 3 BTEC in Vocational Studies (Pearson's)

Work-based Learning

Weekly Work Experience Placements or Supported Voluntary/Charity Work in the Community

Residential and Trips

All students will have the opportunity to participate in a yearly residential as well as curriculum linked educational trips, life-skills trips and reward trips.

SMILE & Wellbeing

Embedding the SMILE approach throughout the curriculum to promote and develop Wellbeing and resilience for all students. SMILE activities to be offered as part of students' timetables.

Key Outcomes for Students

By the end of their time in the **Grove Unit**, students will:

- Achieve **recognised qualifications** that reflect their abilities and enhance future prospects.
- Gain **practical vocational skills** that support their employability.
- Develop **independence and life skills** essential for adulthood.
- Be prepared for **further education, employment, training or supported living**.
- Be filled with core memories of key events, memorable moments and happy times enjoyed through the Forest Oak School community.
- To continue and develop links with local FE Colleges to give students opportunities for making next-step choices after Sixth Form.

Sample Timetable

| | Lesson 1 | Break 10.45am- 11.00am | Lesson 2 | Lunch 1.05- 1.45pm | Lesson 3 |
|-------|--|------------------------------|---------------------------|--------------------------|-------------------------|
| MON | <u>English</u> | | <u>Maths</u> | | <u>ICT</u> |
| TUES | <u>Maths</u> | | <u>English</u> | | <u>ICT</u> |
| WED | <u>PSHE</u> | | <u>PSHE</u> | | <u>Reading</u> |
| THURS | <u>Vocational studies</u> | | <u>Vocational Studies</u> | | <u>SMILE Activities</u> |
| FRI | <u>Volunteering or Work Experience</u> | | | | |

