



# Options Booklet 2021-2022

Parents, please discuss with your son/daughter the options they would like to select. Some options are dependant on other organisations, so are **subject to change**. As the world opens up after Covid-19, some restrictions may remain so we will adapt where needed, ensuring pupils still are offered a broad and balanced curriculum.

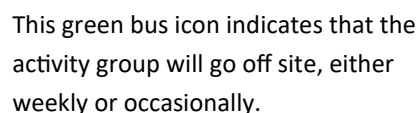
Selecting options allows students to have a say in their curriculum and provides a personalised timetable that is motivating and engaging. Students may mix and match activities, from different pathways, depending on their preferences and aspirations. Once their place in a group is confirmed, it will not be possible to change groups unless there are exceptional circumstances.

**ALL OPTIONS ARE SUPPORTED BY A UNIT OF ACCREDITATION, ENABLING PUPILS TO BUILD UP A PORTFOLIO OF UNIT AWARDS OR OTHER ACCREDITED CERTIFICATION.**

## Inspiring Brighter Futures



We are able to offer a choice of 6 options on Tuesday, Wednesday and Thursday. On Fridays, three of the choices run over 4 lessons, others are split into two blocks of 2. One runs before lunch, the other in the afternoon. I've colour coded the choices—pick a green choice or one blue and one yellow.



All of the Options are chosen to support outcomes in *Preparation for Adulthood*. These are

- **Education/Employment**
- **Independent Living**
- **Participating in Society**
- **Being as healthy as possible**



These four areas link in with our three curriculum pathways, to which we add a Leisure & Social Activity that supports pupils with both participating in society and being as healthy as possible. All pupils are timetabled for one PE lesson per week, in addition to the Options.

### Life Skills Pathway

Students following this pathway focus on skills for life, developing independence in the community and their social interactions. An important life skill is the ability and willingness to learn.



By learning new skills we increase our understanding of the world around us and equip ourselves with the tools we need to live a more productive and fulfilling life, finding ways to cope with the challenges that life, inevitably, throws at us.

Life skills are not always taught directly but often learned indirectly through experience and practice.



### Core Curriculum Pathway

Students following a Core Curriculum pathway have a greater focus on Maths and English. Their wider subjects are also more classroom based, with less off-site activities. An element of life skills is still included, preparing pupils for when they leave school and develop more independence.

### Vocational Pathway

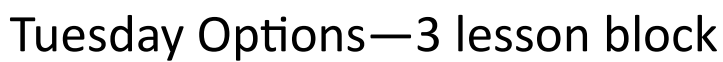
Vocational Options are linked to work based skills.

Students are encouraged to choose a work experience placement that may be a half term option, a full term or a full year. We have formed a consortium of 5 schools who employ a work related learning coordinator - who provides our pupils and families with independent, impartial CIAG. She also supports our Careers Programme by vetting and organising work experiences and she facilitates links with employers, training providers and FE Colleges to enhance our Transition Programme and to extend pupils' awareness of the world of work and life choices post Meadowside. She supports staff to host our Annual Futures Week where students aged 14-19 explore specific trade sectors, further learning and leisure opportunities in preparation for adult life.



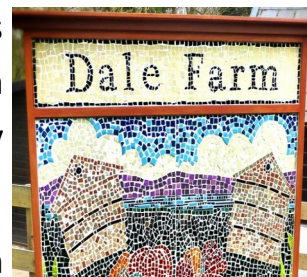
All pathways offer a range of Accreditation or Qualification opportunities, at varying levels appropriate to individual needs.

**Students may pick from different pathways, personalising their timetable to match their own interests and abilities.**



12.50pm-3.05 pm

The service provides opportunities to learn life skills through the therapeutic use of horticulture within a beautiful setting on the banks on the River Dee with views across the North Wales Coast. The farm creates a working environment for people to participate in a variety of activities.



Activities include planting and growing organic fruit and vegetables in the fields and poly-tunnels. A farm shop is open to the public every weekday selling their own fruit, vegetables and award-winning honey produced by on site bee keeping, along with a small café.

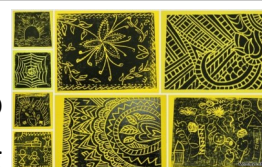


Environmental education helps to foster caring, responsible attitudes and inspires young people to take action in order to live more sustainably. It can also develop a sense of identity and pride in their local environment and community. It not only covers the natural world and 'green' issues,

but also the built environment, and the ways in which humans relate to the places where they live. The three main curriculum subjects that have the most obvious opportunities for environmental education are geography, science and design & technology, but there are also links to English, maths, history, citizenship, PE, creative subjects and even languages and computing.



Students will learn to use different art techniques, such as printing, to develop their creativity. There are also plans to work with clay, building skills in sculpture and modelling. The arts teach children to approach problems as exciting opportunities to challenge their skills and creativity. Art is a powerful avenue to work through problems that may occur in life. It allows children to imagine possible solutions and test them out on their peers. This is a valuable exercise that will help develop important problem solving skills necessary for success in any career.







Sports Leaders will help to develop leadership skills such as communication, organisation, motivation and the raising of self-esteem. It also:



- encourages young people to take responsibility for themselves and those they are leading;
- encourages working with others, planning and self-review;
- supports others within School
- provides the opportunity for older children to work with younger children thus promoting integration and social inclusion;
- reduces problems associated with bullying and inappropriate behaviour;
- encourages cooperation and helps to develop moral and social skills.

By the end of the course the young leaders will not only have the confidence and ability to lead others, but will also have knowledge and experience of an extensive range of games and activities and therefore will be able to lead fun games sessions with younger children at break times.

Pupils will demonstrate the following:

- Planning, preparing and assisting a simple sporting activity.
- Basic communication skills for leading a sporting activity.
- Principles/practice in delivering a basic health/fitness session.
- Understanding fair play in sport.
- Understanding the role of the sports official..
- Demonstration of leadership skills in sport.



## Media Studies

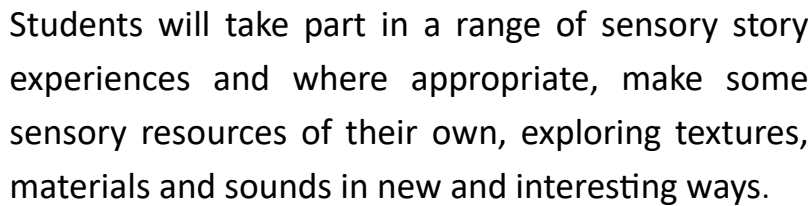
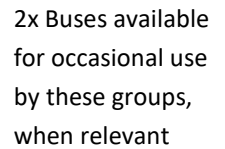
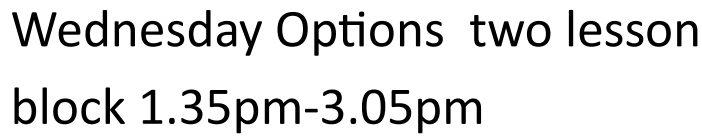
Students learn about the media and its different forms, from social media to TV, radio, film and publications. They will develop different ways of presenting information in the media and consider how much of what is out there is accurate and well presented. This option includes practical activities such as recording radio broadcasts, making music videos and current affairs shows, producing newsletters and magazines and leaflets.



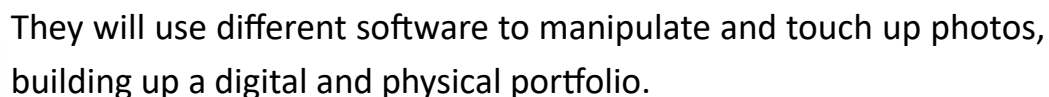
## Tennis

We travel to **Bidston Tennis Centre**, to use the Tennis Courts. Students will develop skills including serving the ball, returning the ball, rules of play and improved physical fitness. Students can work at their own pace, enjoying a fun afternoon whilst developing key life skills such as personal goal setting, teamwork, communicating with others and social interactions.





## A collection of colorful gardening tools. On the left is a yellow bag of 'POTTING SOIL' with a black shovel resting on top. In the center are two stacked orange pots with a green plant in the top one, and a blue garden hose with a yellow nozzle. To the right is a red watering can with a blue handle and a blue spray nozzle. A small trowel is also visible near the pots.

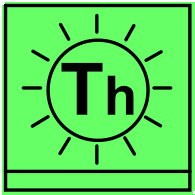


[illegible]

**Joining a Community** - Perhaps one of the biggest benefits of boxing away from the physical is the community that you join when you begin boxing with people who share the same interests and passions as you.

The image displays three word clouds, each representing a key theme of the book. The first word cloud, titled 'classroom', features terms like 'classroom', 'communication', 'literacy', 'reading', 'writing', 'math', 'science', 'social skills', 'realistic', 'functional', 'practical', 'effective', 'efficient', 'productive', 'positive', 'supportive', 'collaborative', 'cooperative', 'teamwork', 'problem-solving', 'critical thinking', 'creativity', 'innovation', 'imagination', 'curiosity', 'exploration', 'discovery', 'learning', 'teaching', 'assessment', 'evaluation', 'reflection', 'feedback', 'improvement', 'growth', 'development', 'progress', 'achievement', 'success', 'excellence', 'mastery', 'expertise', 'proficiency', 'competence', 'confidence', 'self-esteem', 'self-worth', 'self-respect', 'self-assertion', 'self-advocacy', 'self-direction', 'self-management', 'self-regulation', 'self-monitoring', 'self-evaluation', 'self-reflection', 'self-improvement', 'self-growth', 'self-development', 'self-progress', 'self-achievement', 'self-success', 'self-excellence', 'self-mastery', 'self-expertise', 'self-proficiency', 'self-competence', 'self-confidence', 'self-esteem', 'self-worth', 'self-respect', 'self-assertion', 'self-advocacy', 'self-direction', 'self-management', 'self-regulation', 'self-monitoring', 'self-evaluation', 'self-reflection', 'self-improvement', 'self-growth', 'self-development', 'self-progress', 'self-achievement', 'self-success', 'self-excellence'. The second word cloud, titled 'Core Curriculum', includes 'Core Curriculum', 'communication', 'literacy', 'reading', 'writing', 'math', 'science', 'social skills', 'realistic', 'functional', 'practical', 'effective', 'efficient', 'productive', 'positive', 'supportive', 'collaborative', 'cooperative', 'teamwork', 'problem-solving', 'critical thinking', 'creativity', 'innovation', 'imagination', 'curiosity', 'exploration', 'discovery', 'learning', 'teaching', 'assessment', 'evaluation', 'reflection', 'feedback', 'improvement', 'growth', 'development', 'progress', 'achievement', 'success', 'excellence', 'mastery', 'expertise', 'proficiency', 'competence', 'confidence', 'self-esteem', 'self-worth', 'self-respect', 'self-assertion', 'self-advocacy', 'self-direction', 'self-management', 'self-regulation', 'self-monitoring', 'self-evaluation', 'self-reflection', 'self-improvement', 'self-growth', 'self-development', 'self-progress', 'self-achievement', 'self-success', 'self-excellence'. The third word cloud, titled 'social skills', lists 'social skills', 'communication', 'literacy', 'reading', 'writing', 'math', 'science', 'realistic', 'functional', 'practical', 'effective', 'efficient', 'productive', 'positive', 'supportive', 'collaborative', 'cooperative', 'teamwork', 'problem-solving', 'critical thinking', 'creativity', 'innovation', 'imagination', 'curiosity', 'exploration', 'discovery', 'learning', 'teaching', 'assessment', 'evaluation', 'reflection', 'feedback', 'improvement', 'growth', 'development', 'progress', 'achievement', 'success', 'excellence', 'mastery', 'expertise', 'proficiency', 'competence', 'confidence', 'self-esteem', 'self-worth', 'self-respect', 'self-assertion', 'self-advocacy', 'self-direction', 'self-management', 'self-regulation', 'self-monitoring', 'self-evaluation', 'self-reflection', 'self-improvement', 'self-growth', 'self-development', 'self-progress', 'self-achievement', 'self-success', 'self-excellence'. Each word cloud is set against a background of faint, repeating text related to the theme.





## Thursday Options—3 lesson block

12.50pm-3.05pm

### Horseriding



Riding For The Disabled are a charity that have provided Meadowside students with riding experiences for many years. We have used a variety of local stables and students have developed life skills such as confidence building, overcoming challenge and personal development. RDA pride themselves on providing therapy, achievement and enjoyment for all.



This is a limited option, with only six places available and a rider weight limit.



### Textiles

Students can develop skills with textiles, including sewing, felting, screen printing and more. The inspirational creativity of Meadowside's textile based designs have been widely acclaimed. Students can develop their understanding of the properties of different fabrics and how they can be used for different applications.



This will give them a deeper understanding of the process behind product manufacture, including clothing, accessories and home furnishings.



### Student Snacks– Cookery for Independence



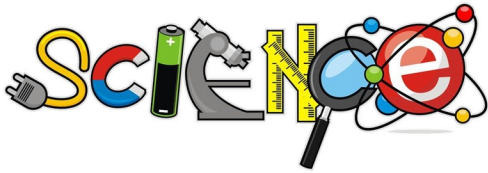
Students will develop their independent skills by learning to prepare simple snacks for themselves, preparing them for life after Meadowside. They will learn different ways to cook with basic ingredients, such as eggs, potatoes, toast etc



Students selecting this option are asked to bring a weekly voluntary contribution of £1 to pay for ingredients.







This option will suit students who are looking to continue to study Science into Post 16 and deepen their knowledge, with the aim of adding

to or improving on the Science **qualifications** they are working on in their timetabled Science lessons. The Science option will include opportunities for hands on investigations, kitchen chemistry and independent research, as

well as relevant offsite visits.



### Health & Well Being



Both Mental Health and Physical Health are best managed with clear strategies to maintain well being. This option focuses on keeping a positive state of mind, keeping communication open, honest and supportive.

*“Students need education to include how to understand and look after their mental health – just like we learn how to look after our physical health. By shifting the focus to preventing mental health problems and building resilience we can do so much to improve the lives of so many. Good wellbeing on leaving school has a much greater impact on life outcomes than exam success.” (Young Minds 2021)*

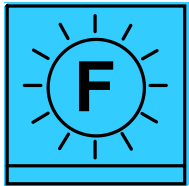


### Community Café

Students will open and run a small café in collaboration with Holy Cross Church, who let their halls out for community projects. The café will provide a social opportunity for local people, particularly the elderly and also the parents of the nearby schools, who may welcome a chance to sit and chat prior to collecting their children from school.

This option includes setting up the hall with chairs, tables, etc; preparing crockery and cutlery for serving teas and coffees plus the food preparation aspect. There will also be the interactions with the community, taking orders, serving drinks and snacks and tidying everything away afterwards. There may be some menu planning, leaflet production and promotion involved. This is a brand new project so it is likely to evolve as we go along.





Friday Options—a four lesson block 11.00 am to 3.05pm or  
two two lesson blocks 11.00-1.35 & 1.35-3.05

(pick a **green** one or 1 **blue** & 1 **yellow**)



2x Buses available  
for occasional use  
by these groups,  
when relevant

**Crosby Lakeside** is a fully inclusive,  
stunning Water Sports and Visitor  
Centre located in the heart of Crosby  
Coastal Park, Waterloo. Forming part  
of the gateway to the Mersey



Crosby Lakeside  
Adventure Centre  
Water Sports • Lodge • Bistro • Fitness

Estuary, sitting alongside the internationally renowned Antony Gormley's Another Place Iron  
Men statues, this really is an area of outstanding natural beauty. Students selecting this  
option will develop personal skills such as team building, improved self esteem  
and confidence overcoming challenge. They will develop key life skills such as



communication with unfamiliar adults, respecting others and  
themselves and teamwork, building their sense of belonging and  
self-worth. A 4 lesson block, over lunchtime.



Students selecting this option are asked to bring a weekly voluntary contribution of £2  
to pay for materials.

DIY encourages pupils to use many everyday skills to problem solve and think about  
tasks carefully and analytically, exploring potential outcomes. It exercises the mind,  
encouraging lateral and logical thinking, choosing from a range of solutions. It also taps into the pupil's  
creativity enabling them to use their imaginations and put their artistic skills into practice.

In terms of movement and dexterity, DIY also helps develop pupil's fine motor skills, as they will often be  
using smaller, more sensitive movements which require concentration and patience in order to achieve the  
desired outcome.

**What DIY skills will the pupils be trying?**

***changing a plug, painting including preparation, tiling, putting together  
furniture (including flat pack), putting up (hanging) wallpaper, changing a fuse,  
using a screwdriver, changing a light bulb.***



All of these activities will help the pupil's DIY abilities whilst equipping them with some invaluable practical  
skills they will use for the rest of their lives.

## **Enterprise**



Meadowside has a strong history of successful Enterprise achievements. Students may  
attend the Merseyside Special Schools Enterprise Showcase, and present their products to  
a Dragons' Den style panel. We have produced goods for sale at various  
venues—shops, fairs, hospitals and events. Our products are innovative  
and unique. Students have the opportunity to develop business skills and  
a range of other vocational based skills, such as marketing, stock control,  
accounting and product design.



## Music and Singing

Two lessons of music, working towards performances and developing knowledge of Music theory. This will include singing and signing as part of the Signing Singers.



There will be practical activities, using classroom percussion, drums and keyboards. The ability to focus is a key skill developed through group music work. While participating in music, students must watch and listen to each other in order to know when and how to make a contribution to a piece of music.



## Music for sensory learners

This option of music will use the Soundbeam and offer a more sensory approach to enjoying and making music. Learners will use switches and non touch methods of creating music, using several technologies and communication aids.



This will include an element of music for relaxation, with pupils encouraged to relax each part of their body as the music calms and soothes the mind.

## Drama

Students can work towards putting on a performance or developing theatre skills, looking at the roles involved in putting on a play. No acting talent required, there is more to Drama than being an actor.



*"Imagination is more important than knowledge. For knowledge is limited to all we now know and understand, while imagination embraces the entire world, and all there ever will be to know and understand."* - Albert Einstein



## Spanish and European Cultural Studies

An extension of MFL— students will develop knowledge of the Spanish language and key vocabulary as well as develop their understanding of Spain and other European countries. They will learn about the different cultures and traditions, exploring music, food, beliefs and lifestyles. Our MFL Subject Leader is from Spain and brings a wealth of authentic knowledge and enthusiasm to this option.



## Art- Drawing

Drawing is the simplest and most efficient way to communicate visual ideas. Students can develop skills in drawing across several media— paper based and digital. The digital aspect will involve sketching and creating images with iPads and possibly Apple pens. There are many Apps that encourage mark making and creative drawing. The paper based aspect will include different media such as charcoal, graphite, chalks and pastels.



## Swimming

Meadowside's Hydrotherapy swimming pool is a fantastic resource to develop swimming skills and physical fitness. (Swimming also offered on Tuesdays)



Name of student:

Tuesday P4-P6	1st Choice	2nd Choice	3rd Choice
Wednesday P5 & P6	1st Choice	2nd Choice	3rd Choice
Thursday P4-P6	1st Choice	2nd Choice	3rd Choice
Friday P3 & P4	1st Choice	2nd Choice	3rd Choice
Friday P5 & P6	1st Choice	2nd Choice	3rd Choice

Note: Choosing Crosby, DIY or Enterprise covers both Friday slots

Parent Signature:

Print name:

2021