# **Student Journey**



#### Establish

#### Year One Before you arrive

- Assessment
- Personalised transition as required
- Pre-CEIAG
- Taster & Choice Dav
- Invites to attend various events ٠ Your first year
- Thorough initial baseline assessment ٠
- Creation of personalised learning plan • and timetable
- Regular progress reviews ٠
- Personalised qualifications ٠
- Personalised therapy and wellbeing ٠
- English and Maths skills ٠ qualification entry [as appropriate]
- Access to the arts Majors ٠ curriculum
- Explore all learning pathways [work, ٠ living & leisure and learning & training] to help you decide your pathway
- In-house work experience -٠ Enterprise and In-house production company
- Educational visits arts and path-٠ waysrelated
- Choices Event and careers guidance ٠
- Independence and PSHE Curriculum
- Access to evening and weekend ٠ -enrichment



Creation of personalised learning plan

Personalised therapy and wellbeing

qualification entry [as appropriate]

Access to the arts - Majors curriculum

Start on your pathway - [work, living &

Enterpriseand in-house production

External work experience placement

Independence and PSHE Curriculum

Choices Event and careers guidance

to check chosen pathway is still

Access to evening and weekend

enrichment programme

**Grow and Develop** 

and timetable

company

pathways related

appropriate

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Baseline Assessment

Personalised qualifications

**English and Maths skills** 

**Regular progress reviews** 

leisure or learning & training]

In-house work experience -

Educational visits - arts and



#### Demostrate

- <sup>lear</sup> Three Creation of personalised learning plan and timetable
- Personalised qualifications related to identified transition pathway
- Personalised therapy and wellbeing
- English and Maths qualification entry [as appropriate]
- Next stage curriculum
- In-house work experience -Enterpriseand in-house production company
- Begin transition opportunities related to chosen pathway including extended work experience
- Build transition plan
- Careers guidance
- Independence and PSHE Curriculum
- Access to evening and weekend • enrichment programme

### **After Orpheus**

#### Transition

- Personalised transitionplan
- Access to transition teamfor up to 6 months [or one year in exceptional circumstances]
- Graduation event
- Alumni events
- Online Alumni wellbeing forum

Orpheus aims to provide a curriculum of opportunity and ambition that is tailored to students' individual needs and aspirations whilst building resilience to meet the challenges in daily life



We want our learners to be fully equipped with the skills, knowledge, behaviours and experience to actively contribute and own their rightful place in society

# Implementing our curriculum

Orpheus aims to provide a curriculum of opportunity and ambition that is tailored to students' individual needs and aspirations whilst building resilience to meet the challenges in daily life

## Focus on the Arts

- Major Arts curriculum
- Industry standard
- equipment
- Casting
- Industry experienced staff
- In-house theatre company
- Company One
- Performances/exhibitions

## Exploration

- Educational visits
- Speakers
- Collaborations
- Work experience
- Social action
- Community trips
- Project and real world learning

## Student centred

- Surveys
- Safeguarding Ambassadors
- Wellbeing Forum
- Student Council
- Arts Council
- Personalised Therapy and Wellbeing
- Celebrate success

# Build skills and knowledge

- Functional skills
- Independence studiesPSHE
- Company day
- Enterprise day
- Transition pathways
- Travel training

- Funky Friday
- Self-regulation
- Qualifications
- Skills Wheel

## Personalised

- Personalised timetable
- Termly progress reviews
- Targets linked to EHCP outcomes
- 1:1 tutorials
- Personalised learning plan
- Careers guidance
- Transition plan
- Communication and support passport

## The impact of studying at Orpheus

Ready to move into and sustain their chosen pathway (work, living, leisure, further education)

Broader understanding of self, others and the world

Have strategies and tools to support own wellbeing

Achieved relevant and useful qualifications



Developed skills, knowledge and behaviours to keep self safe and healthy.