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ASDAN Policy

Asdan stands for; Award Scheme Development and Accreditation Network. At the Annex School this award system is a very important way for our students to guarantee educational success, gain important skills and develop positive relationships between both the teaching and residential staff. Asdan is ran in tandem with the adjoining residential home and the fundamental aim is that it is used as a means to foster extended learning opportunities and links between the house and the school.

The Award is delivered with the possibility of gaining both Bronze, Silver and eventually Gold certification. It is taught in a personalized learning approach manner whereby pupils are encouraged to pick personal challenges within the twelve modules which they feel they can achieve and have a key interest in.

School/House Philosophy

This subject is unique in that it is taught in tandem with both the school and the house. This is achieved through careful work with the residential home through a dedicated school L.S.A. who liaises with both care workers and students and an overarching Teacher responsible for overall moderation. Two double lesson slots are set aside for this task working alongside Art & Design timetabled lessons. The idea is that the L.S.A. utilises this time to identify challenges which can be addressed during residential activity time outside of school. The L.S.A further follow up this work and take out students to fill in necessary forms and add coursework in the form of review descriptions and photographs.

The idea is that the school can touch base with the Key-Workers concerning their progress. The teacher in overall charge of the subject will make sure portfolios are completed in line with Asdan Moderation principles and decides when they are ready for assessment. Basically the role of the L.S.A is specifically to assist the student in planning and organizing a forthcoming activity with input from the Keyworker. The job of the Keyworker or allocated careworker is then to make sure this event/activity takes place and is photographed with the residential house camera.

The idea of delivering Asdan in such a tandem manner is that Asdan does by its very nature addresses specifically practically based social skills crucial for evidential semi-independent living and life-long learning within the residential setting.

In a sense the student becomes a 'Student-Resident' doing work both in school but mostly at home. As all Key-Workers often share responsibility for working as temporary school L.S.A.'s, this also helps to further bond and bridge relationships between the two institutional set-ups of education and care work.

In terms of the mechanics of delivering this all Asdan portfolios are housed within the school within personal student pigeon holes for easy access. The idea is that Key worker sessions can be greatly enhanced and given a more purposeful direction towards gaining exam accreditation. In this way it is hoped that out of school learning can be developed in a more meaningful way outside of the more hollow and orthodox practice of routine set homework.

Within the School/House setting the Asdan Award has a particular leaning towards the more practical application of modules such as 'Sport and Leisure', 'Home Management', 'The Environment', 'Health and Survival', 'The World of Work' and 'Expressive Arts'. Some of these activities may involve medium risk equipment such as using saws, screwdrivers and cleaning equipment; however this should be controlled by careful 1:1 monitoring away from other student-residents alongside a trust-orientated approach directed specifically via the Key Worker. It is crucial that most of this award should therefore employ an independent learning approach with a 1:1 supportive 'quality/special-time; approach.

Asdan's practical 'hands-on' approach is designed in order to help students develop their independent living skills/ transferable skills which are required in readiness for them leaving school (as outlined in Standard 6 of 'The Care Standards Act'). Asdan also places a lot of emphasis on acquiring Key Skills: particularly 'Improving Own Learning', 'Working with Others', 'Problem Solving' and particularly 'Self-Management'. This involves activities which can more easily be tied in to work within the residential setting such as 'cooking a meal', 'tidying and maintaining the bedroom' or 'improving the house grounds'. One student-resident was involved in a six week part-time block of work-experience with the Maintenance Manager repairing breakages and designing play apparatus, this also helped to foster a sense of personal ownership and belonging within the house. Most of the challenges therefore adopt a 'Kinesthetic' style approach and are therefore much more conducive to the difficult child struggling with concentration disorders. The Award also ties in nicely with SEAL (Social & Emotional Aspects of Learning) which concentrates on aspects of socialization. Students should be encouraged to pursue all challenges within the school/house setting inline with a clearer understanding of planning and organization so that they can begin to recognize that everyday things don't just suddenly appear and happen.

Wider Activities

Occasionally students may be encouraged to complete challenges as a team or group and this is usually done under the auspices of a school trip/activity. Students are encouraged to engage in empathy towards the wider community; animals and wildlife are used as an indirect means of establishing initial sympathetic understanding. Students get involved in lending a hand at animal sanctuaries, farms, and rescue centers and or in the case of one student working at a riding stable's. Students have been involved in off-site work with the North West Kent Countryside Partnership Team which is involved in local countryside improvement schemes. In these instances evidencing can be done solely completed through the school. Also it should be noted that the pursuit of the Asdan Award can often overspill into other subject areas where extra project work can be used to feed into Modules. Work experience blocks of time with members of the maintenance team have been used to help students achieve larger credit challenges.

Student-residents are further encouraged to display examples/evidence of their achievements around the school and home setting in order to foster a sense of pride.

All staff at J&R Care have received training for delivery of the Asdan Award. Because of the add hoc /unique form of individual delivery it is not possible to devise concrete schemes of work and certainly not possible to project rolling programmes of predicted outcomes, instead students progress is simply tracked as an indicator for what could be done next.