

“A Pathway Towards Independence and Employment”

Phoenix Autism Trust Offices
49 Bow Road, Bow, London, E3 2AD
Telephone: 020 8980 4740

Phoenix College
2 Paton Close, Bow, London, E3 2QD
Telephone: 0204 546 7710

QMUL Project SEARCH Campus
329 Mile End Road, Mile End, London, E1 4NT
Telephone: 073 6810 0118

London, 15th September 2023

Dear parents, carers and families,

I hope you had a great week. Students really enjoyed the start of their new courses at Phoenix College and we have already seen some great progress! We are very excited with the enhanced approach to sustained outcomes in our courses and students gave us fantastic feedback on the outcomes for their **Fitness** and **Self-Care** courses this week. Please read more in the next pages. Next week, students will return to their **work placements**.

Another great curriculum development is our specialist one-to-one or small group sessions. Those will give our students the chance to explore specific skills, such as designing clothes, creating art, playing the piano and creating coding patterns. Our new teacher, Helen Gillan, writes a bit more about that below.

FREEDOM PASSES

As mentioned in my letters to you last academic year, all students must have their Freedom Passes with them when attending Phoenix College. We have contacted all parents, carers and families with reminders about this.

This academic year, students will only be able to attend Phoenix College if they have their Freedom Passes.

All our students have the right to travel for free with their Freedom Pass and that is an essential part of our curriculum and outcomes for every single student.

OPEN HOUSE

THURSDAY, 19th October 2023 – 4pm to 7pm

Our open house is open to all current, former and prospective students, parents, carers and families. Our main focus this first term will be on Year 1 parents, carers, families and students.

Open Houses are a great chance for parents, carers and families to learn more about the progress that students are making at Phoenix College and for students to see their friends – current and former students!

STAY UP LATE

WEDNESDAY, 20th December – 3.15pm to 7pm

Our next Open House is taking place on the 20th December! We are really looking forward to our first **movie night** at Genesis Cinema!

Please save the date!

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CURRICULUM AND THERAPY

We are excited to introduce "Speak Up!" - a unique programme led by our Speech and Language Therapist (SaLT) and co-delivered by our teachers. This initiative consists of group communication sessions designed to enhance your child's self-advocacy skills. The collaboration between our SaLT and the Curriculum Team promises significant benefits for your child's development. For further details, please refer to the "Speak Up!" course profile below. If you have any questions, feel free to contact either myself or Honor at the college.



Rick Nunn, Assistant Principal – Quality of Education

Session Type – Speech & Language Therapy

Area of Preparation for Adulthood – Independence

Intent

1. To empower students by teaching them **essential knowledge about Autism** which is **relevant to their day-to-day lives**
2. To empower students **by exploring what autism is** and **how better understanding their autism can support self-advocacy**
3. To teach students **communication skills** to communicate with a range of people in different settings
4. To address the **specific challenges that people with autism may face** in a range of settings and to advocate for yourself.
5. To ensure the **curriculum content is responsive to the particular needs and interests** of the students.
6. Provide students with **skills they can use independently**.
7. Teach communication skills applicable to a variety of workplaces and **desirable to employers**.

Implementation

1. **Address students' EHCP outcomes** through Speech and language, particularly 'Learning Education and Employment', 'Independence', and 'Developing Friendships & Relationships in the Community'.
1. Utilize accessible teaching methods and equipment to **accommodate different learning styles** and needs.
2. Create an **adult, supportive** and **inclusive learning environment**.
3. Make explicit **cross-curricular links with other courses** on how skills learnt in speech and language therapy can be transferred and applied in other sessions.
4. Incorporate practical exercises and **real-life scenarios to apply communication skills** in college, home, out in the community, and various workplace contexts.
5. Provide guidance and create **safe spaces for students to discuss their autism** in professional settings (informed through **collaboration with the Safeguarding team** and **cross-curricular links with Keeping Safe course**).

Impact

1. Students have a **better understanding of their autism** and how to **advocate for themselves in a range of settings**.
2. Students have **improved, transferable communication skills**.
3. **Continuous evaluation** provides ongoing development of speech and language therapy input.

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THIS WEEK

This week **Sameera** and **Aston** produced wonderful colour wheels and paintings using their colour mixing skills. **Sameera** engaged beautifully selecting the individual colours and making circles with her brush carefully thinking about which colour to choose. This resulted in a brilliant rainbow artwork. **Aston** demonstrated creative flair and an instinctive understanding of colour working with real intent. I look forward to seeing what they both produce next week, well done **Aston** and **Sameera**.

Helen Gillan, Teacher



All four classes had a great week in **Fitness**, travelling to Whitechapel Sports Centre to play football. All students were excited and heavily engaged working in small team to complete

shooting drills exercises. Students were communicating well with each other and enjoyed taking part in football activities alongside staff. Everyone created a World Cup like atmosphere for penalty shootouts supporting each throughout! Great week everyone!

Darren Serrano-Griffiths, Fitness Instructor



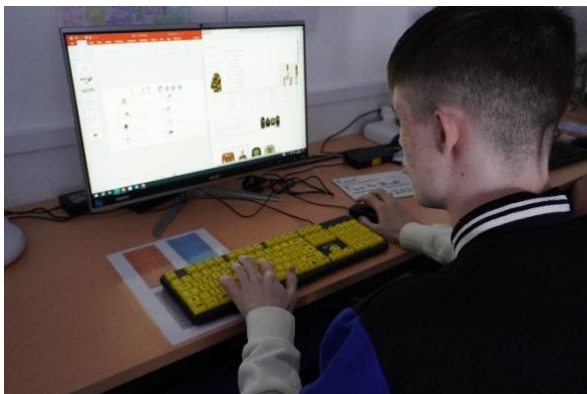
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This week has been a great week in Mo's class. The students have really enjoyed their new timetable and have been very engaged in all their lessons. Seeing all the students focus and how happy they all are has been so delightful. Mo's class have all been working very hard and very well together. Two students who have really shown their ability to stay engaged and attentive to a task, are **Ryan** and **Aston**. Both students were outstanding in our **Politics & Culture** lesson this week. They were given several tasks based on artists around the world. Ryan in particular, answered all the questions out loud to the whole class, he is really finding his voice. Aston was

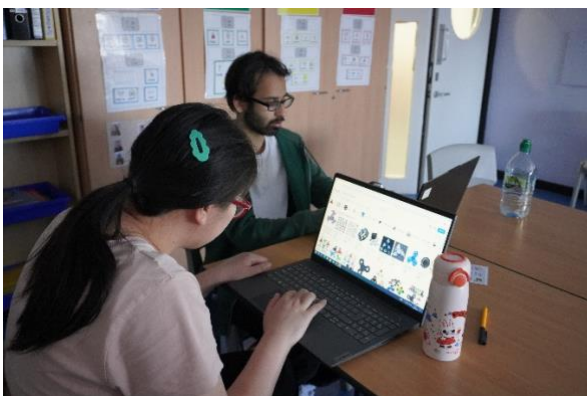
exceptionally creative with the art task of choosing an Artists' work and creating his own version. The choice of several colours used and complete joy on his face whilst creating was priceless. Well Done, **Ryan** and **Aston**!

Mich Lecce, Job Coach



Frank's Class had the first **Digital World** session of the Academic Year on Thursday and every student was excited to learn about online shopping. We solved puzzles, completed English and Math tasks to baseline the skills we got. We finished the session with writing essays about online shopping. Emma, one of the new members of the group, was focussed and worked independently with very little support. Well done, Class!

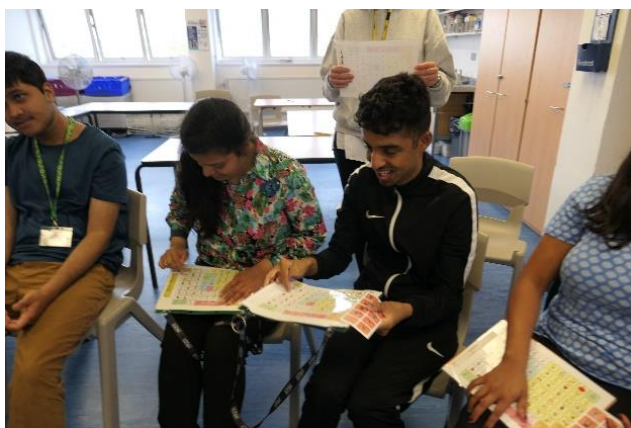
Frank Kasa, eLearning Instructor



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It has been an exciting and productive week for Elena's class, much more for Mustafa Islam. Mustafa's self-confidence has been improved greatly since the college started. He is becoming more independent in most of the tasks - an example was during the **Local Offer** and **Self-Care** sessions. Mustafa was answering all the questions and he was following the instructions given by staff. He is working more in the groups, he is getting much more confident with his peers and that helps him to understand that has to share resources and using his core board more often to communicate. Amazing achievement from Mustafa, well done!!!

Elena Vata, Self Care Instructor



Have a joyful weekend,



Renato Marques
 College Principal
 Phoenix College
 Paton Close, London E3 2QE
 phoenixcollege.london Tel: 020 4546 7710



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