



Post 16 Policy & Curriculum Outline May 2020

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1. Introduction

Chadsgrove School aims to provide the highest possible quality of education for its Post 16 pupils. Pupils achieve best when their education successfully adapts to their individual needs and is relevant to the demands and contexts of an ever-changing society. We are working very closely with the Worcestershire Careers and Enterprise Hub to establish as many Work Experience opportunities for our pupils as possible.

2. Intent

Our curriculum ensures that we “provide opportunities for all pupils to learn and achieve” by:

- Being based on the needs of all pupils
- Providing pupils with stimulating and engaging learning experiences
- Enabling pupils see learning as an enjoyable lifelong process
- Enabling pupils to make constructive choices throughout their lives in order to achieve economically and personally act as responsible citizens
- Following the key principles of Preparing for Adulthood: Independent Living, Friends, Relationships and Community, Good Health, Employment and Transition

The curriculum is about the development of the whole person. Opportunities for pupils to develop values and attitudes are as important as the development of skills and factual knowledge, so that all pupils can:

- Show success in a variety of ways
- Develop and maintain positive self-esteem
- Follow a healthy lifestyle
- Show courtesy, consideration and good humour to others
- Be responsible, honest, caring and confident
- Be a constructive member of society
- Communicate effectively about themselves: being able to articulate their own opinions and needs.

All pupils are given equality of opportunity in learning. This will involve countering disadvantage by providing a relevant curriculum and learning tasks that are accessible to - and meet the needs of - all pupils so that they can:

- Feel valued
- Understand that learning is relevant for them
- Enjoy learning
- Take an active part in their own learning in school and want to be lifelong learners
- Use technology efficiently as a tool for thinking, making or doing
- Effectively cope with change and diversity.

3. Implementation

The Post 16 curriculum builds on pupils' strengths, interests and experiences both inside and outside of school, including those developed by their parent carers. We need to equip them with the skills to become confident, enthusiastic and effective lifelong learners.

Important skills are embedded in the curriculum for all subjects, using a wide range of practical, theoretical and creative learning opportunities. This will engage pupils in communication, analysis, problem solving, enquiry and logical and creative thinking in many different contexts. This enables them to become adaptable, responsive and innovative, so that they can:

- Think creatively, analytically and critically
- Work independently and collaboratively
- Understand that learning skills are transferable
- Communicate effectively about their learning
- Develop reasoning/enquiry skills
- Understand how to bring these skills into different contexts throughout their lives.

The curriculum reflects the pupils' place in their local community. It gives them opportunities to learn about the place, people and values in which they have grown up. It enables them to develop their sense of belonging, appreciate the diversity of their community and feel empowered to make a difference for the better, so that pupils can:

- Contribute to the community both inside school and outside
- Value and respect themselves, their families and others around them
- Value the diversity in our society
- Value the environment in which we live
- Participate in decision making and contribute to the community.

The curriculum reflects the pupils' place in the national and global communities. It allows them to develop their sense of identity beyond their personal experience, to develop a sense of belonging and empowerment to make a difference for the better in the wider world, so that they can:

- Be flexible, resourceful and able to adapt to new situations in a rapidly changing world
- Enjoy key transition points in their lives and flourish
- Understand the relationship between their community and the national and global communities
- Use national and global resources wisely and contribute to environmental sustainability
- Recognise their role and responsibilities as members of the national and global community by understanding their own values and attitudes.

4. Aims:

To ensure outstanding quality teaching and learning we aim:

- For all members of our community to respect and value each other
- To ensure all pupils are provided with opportunities to be as functionally literate, numerate, communicative and independent as possible in a range of settings
- For all staff to have high and challenging expectations for each individual
- To work closely with families to ensure the best outcomes for each pupil
- To liaise with other professionals to ensure that the holistic and therapeutic needs of each pupil are addressed
- To ensure pupils are partners in their own learning and play an active part in reflecting on their own progress
- To regularly review and update our curriculum, taking into account new pedagogy and practices and to ensure relevance for all pupils
- To ensure that all pupils have access to a broad, balanced, differentiated and relevant curriculum
- To (where appropriate) provide pupils with access to externally accredited courses at Key Stage 4 and Post 16
- To clearly identify progression pathways for pupils at 14, including access to Further Education, vocational courses and work related learning
- To promote pupils' spiritual, moral, social, cultural and physical development in order to assist pupils in becoming thoughtful and responsible citizens
- To develop independence and life skills through experiences and programmes such as food preparation, mobility, residential and work experience opportunities
- To prepare pupils for the opportunities, responsibilities and experiences of adult life, including the Gatsby Benchmarks
- To monitor, track and assess pupil progress for the purpose of ensuring high standards of achievement

The SEN Code of Practice 0 to 25 (2014) highlights the need for a flexible approach to Education within a Special Needs Setting.

The Code advises the adoption of a range of strategies that recognise the various complexities of need, the different responsibilities to assess and meet those needs, and the associated range and variations in provision, which will best reflect and promote common recognition of the continuum of special educational needs.

We acknowledge the importance of having specialised needs led classes where:

- Each class group is equipped and organised to meet the specific needs of the pupils within
- Appropriate training is provided for class teams
- The class environment reflects the needs of the children with respect to not just their collective needs, but also their specific individual needs as highlighted in their IEPs and Education Health and Care Plans
- Appropriate interactive environments are nurtured within each established class setting

However, there are many opportunities for our pupils to mix as a whole cohort through enterprise activities, at break times and in extra curricular clubs.

5. Impact

Assessment procedures are in accordance with subject policy and are included in planning. They are used to plan for differentiation within curriculum delivery to ensure all pupils can access each lesson or module. Subsequently, they are used to inform individual teaching programmes.

Individual pupil performance and progress is recorded using 'Routes for Learning' (for pupils on the Pre-Formal Pathway) and accreditation criteria (for those pupils on the Semi-Formal and Formal Pathways). This information forms the basis for whole school target setting and ensures that Chadsgrove pupils achieve well regardless of ability.

Data is analysed in a variety of ways to demonstrate progress and targets are set for individual and whole school improvement. The systems are continually reviewed and improved to ensure best use of data output. Achievement and progress at all levels of the curriculum and for all ages is regularly monitored and reviewed.

Externally accredited courses are offered throughout Key Stage 4 and Post 16. Internal awards and personal accreditation are encouraged throughout the school to enhance self-esteem and personal performance. Developmental awards are available in swimming and rebound.

To continually improve the quality of teaching and learning, curriculum monitoring is carried out by the Senior Leadership Team, the Governing Body and Subject Leaders. This is undertaken by scrutinising pupils' work, records, schemes of work, Long/Medium Term Planning documentation as well as through observation of lessons and other aspects of school life.

All pupils have an Individual Education Plan which is reviewed three times a year and is tracked and monitored by their form tutor. The targets on these IEP's are taken from the EHC Plan and include targets on working towards independence and 'Preparation for Adulthood'.

6. Individualised Curriculum

Our pupils follow an individual curriculum which addresses their needs as a whole and includes a programme of care and therapies as needed. This may include speech and language, hydrotherapy and physiotherapy.



The diagram shows the areas of learning available to the pupils. At the core of the curriculum we look at the individual needs of the pupils and plan their learning around these needs. The core key skills are embedded throughout the subject areas and are the focus for all teaching. The functional skills of literacy and numeracy (number and the application of) are taught separately and formatively assessed, but will also be embedded throughout the curriculum, including in accredited work.

Depending on their needs, abilities, levels of access and personal preferences, pupils may follow different pathways centred on different accredited courses. Alongside this, lessons in the key skills (including English/Literacy and Numeracy skills) continue. The four areas of 'Preparing for Adulthood' are incorporated into this model.

Reading is still a core focus in the Post 16 department. The pupils will sometimes read during morning registration time and will be encouraged to find 'Drop Everything And Read' (D.E.A.R.) opportunities throughout the day, ensuring that reading remains at the core of the curriculum. Post 16 have been at the forefront of reading developments through the 'Reading Buddies' initiative.

Formal Curriculum

- If it is appropriate, pupils can access GCSE's at the end of Key Stage 4; it may be deemed appropriate for pupils to study further GCSE's when they are older or to complete GCSE's over a longer time period. GCSE's can include both course work and examinations.
- Pupils will access a range of short 'Entry Level' courses in areas of interest which will be accredited through WJEC, OCR and Edexcel
- Many Post 16 pupils have the opportunity to attend courses at other local colleges such as HoW College. Post 16 pupils enjoy 'taster' days at centres, spending time experiencing courses such as animal husbandry, horticulture, ICT, construction, sport, woodworking and catering.

Semi - Formal

- The pupils in 13US are working towards developing functional life skills. They are working towards achieving a qualification in OCR 'Life and Living Skills'. Pupils complete either Entry Level 1 or Entry Level 2 units, such as:
- Community Inclusion
- Preparation for Adulthood

Each week 13US visit different community facilities such as local colleges or community venues. Pupils also attend horticulture sessions provided by 'Thrive' (based in Kings Heath, in Birmingham) on a weekly basis and REACH on a termly basis.

Pupils will develop their skills and gain accreditation in:

English:

OCR 'Life and Living Skills': E.g. 'Developing communication'

Maths:

ASDAN Early Maths – Personal Paper

OCR 'Life and Living Skills' - Numeracy

(ICT, ARTS and Crafts, Home Management)

Edexcel Entry Level 1

PE – OCR Entry Level

Pre - Formal

A thematic approach is used to promote the development and learning of pupils with who require significant and extensive differentiation of the curriculum in order to meet their complex learning needs.

The curriculum is delivered through the three focus areas of the Barrs Court Curriculum:

Early Thinking Skills

Early Communication Skills

Early Motor Skills

Pupils are also provided with learning opportunities in each of the seven core strands of the EQUALS pre-formal curriculum:

Communication and Social Relationships

Sensory

Physical

Creative

Self Determination and Independence

Cognition and Challenge

Well Being

RE, PSHE and Citizenship also feature as part of the curriculum for pupils in 14US.

Pupils also work towards the ASDAN accredited 'Personal Progress' courses: units are selected from this course which are relevant for pupils who need a sensory approach to the curriculum and will enable their achievements to be recorded and celebrated appropriately.

The curriculum also includes visits to community activities and the local Leisure centre to participate in a community activity group.

Multi-Cultural Studies/Faiths

In addition to our accredited courses, awards and key skills teaching, we celebrate the cultural year and enjoy celebrating and learning about different faiths and religions. We celebrate a festival a month. We also celebrate cultural diversity by delivering a 'food from around the world' menu once a month.

Records of Achievement

To embed the skills pupils learn in lesson times, all pupils will leave with a 'Record of Achievement' file and, where appropriate, a CV, detailing their achievements and work experiences. It will also contain their external accreditations, exam certificates and awards.

British Values

British values are taught throughout the Post 16 Curriculum. These are very important throughout the department and a display is located in the Post 16 area to illustrate how these values impact on their everyday lives.

Example of Learning across Post 16

	Accredited	Non Accredited
Literacy	WJEC	Key Skills linked to IEP ASDAN
Numeracy	ASDAN	Key Skills linked to IEP Using money as part of daily life (at break times where applicable) Money in the Wider world
Science and Technology		STEM activities throughout the year
RE		Introductions to main religions: Christianity Islam Judaism Hinduism Sikhism Buddhism
PSHE/ Citizenship	OCR - Life and Living skills	Books Beyond Words Tenner Challenge
Life Skills	OCR - Life and Living Skills	Take part in mini enterprise, after school clubs and residential visits as appropriate
British Values		Take part in celebrating different festivals from around the world, e.g. Chinese New Year
Music	WJEC Entry Pathways Qualifications in Creative, Media and Performance Arts. Currently doing Ensemble Performance. ASDAN 'Personal Progress' - Engaging in new creative activities	Christmas Performance Chadsgrove School Choir
Art and Design	WJEC – Creative Media + Performance Arts. Painting and Drawing, 3D Studies, Photography, Textiles, Printmaking, learning about famous artists, Gallery visits, ASDAN Creative Experiences, OCR Arts and Craft	Art linked to time of year, e.g. Christmas. Africa theme.
Duke of Edinburgh Award	Duke of Edinburgh Award (including Expedition) and/or Sports Leader Award	OCR – Horticulture OCR - Food Preparation Young Leaders

PE	GCSE PE ASDAN Sports and Fitness	Table Tennis Basketball New Age Kurling Football Boccia Cricket Athletics OAA
Careers/ Preparation for Work and FE		Taster days at FE colleges College day – Friday Work Experience placements Stem activities linking cross-curricular learning to careers
Options	P.E College Day	

7. Skills Builder:

‘Skills Builder’ gives pupils the opportunity to develop their soft skills ready for employability. The areas assessed around ‘Skills Builder’ include:

- Listening
- Presenting
- Problem Solving
- Creativity
- Staying Positive
- Aiming High
- Leadership
- Team Work

The pupils complete an initial profile of strengths and areas that need to be developed. Skill progress is assessed and recorded.

8. Our Therapy Provision

We have our own therapy team based at Chadsgrove School consisting of Speech and Language Therapists and Physiotherapists. We have a Medical team that supports pupils in Post 16.

All therapy staff work closely with the teaching and support staff throughout the school. Our therapy team have led CPD to all staff as further ongoing support and guidance. They attend EHCP meetings and give their specialist input where needed. As well as providing one to one sessions with pupils across the school they liaise with the Communication Specialist Teaching Assistant who coordinates whole class and small group therapy input. Staff also accept referrals giving specific and targeted advice and support on a case by case basis.

Rebound Therapy

Pupil's access rebound therapy to enable personalised movement programmes to be completed. Rebound programmes are personalised to the individual student. Benefits include, reduced tension in muscles, increased nerve stimulation and provides a 1:1 environment for communication.

Music therapy

We offer music Therapy to those pupils who have music therapy written into their EHCP. Pupils benefit from music therapy through intense interaction between the therapist and the pupil hopefully improving listening and responding skills.

Hydrotherapy

Pupils are given the opportunity to move in a warm, safe hydrotherapy pool with a high level of staff support. Each pupil is assessed and given a programme by the physiotherapist and lead teacher for Physical Education that staff can follow. These sessions allow pupils to move freely and be fully supported by the water itself, and sometimes floatation aids. These sessions are very popular as they allow pupils a degree of movement that they would not normally have in other environments. More specifically, hydrotherapy offers an opportunity for pupils to have their physical and sensory needs met in a warm, fun environment.

9. PSHE, Sex Education and LGBTQ

Many aspects of PSHE and Sex Education are respected as standalone subjects. In Post 16 these are taught primarily through either the ASDAN ‘Sex and Relationships’ Short Course or through the Towards Independence ‘Relationships’ course. The schemes of work are pre-planned and resourced and delivered

in a linear way with content remaining age appropriate throughout, furthermore classes are split into ability groups and gender groups when it is correct and sensitive to do so. Sensitive issues including LGBTQ will be addressed at appropriate times in the curriculum and discussed at the appropriate level with certain pupils.

As part of PSHE, drugs awareness is also taught, again in an age and ability appropriate way. Pupils also read 'Books Beyond Words'. These are books that have no words and the story is told from the pictures. Pupils also have access to a Therapeutic Youth Worker who is available to speak to pupils about matters that maybe bothering them.

10. College Links

College is one of the main destination for our pupils after they leave Chadsgrove School. To help prepare for this, pupils are given the opportunity, where appropriate, to access a college course during their school career. Some of the courses offered provide the opportunity to access subjects which pupils may not experience at school. They will also have the opportunity to experience a different social environment, particularly at lunch and break times.

11. Work Experience

Pupils participate in work experience at a relevant placement. Certain pupils will complete at least one placement. (These placements can be of varying lengths.) Pupils will then be encouraged to pursue further work with the establishment wherever possible.

All pupils will develop knowledge of many different areas of work through encounters with employers. The Careers and Enterprise Advisor is working very hard to establish as many links as possible to ensure relevant work encounters are experienced.

12. Transitions and Preparation for Adulthood

In Years 9, 11 and 15, Tom George, our Careers and Transitions advisor, supports pupils in developing Pupil Action Plans which feed into the multi-agency transitional review meetings. These highlight areas of strength and areas of need for each individual. The aim is to ensure that the relevant support and opportunities are accessed in order to achieve competencies and develop the confidence to participate fully in life as independent young adults. Links with Further Education Colleges, industry and the Young People's Service enhance the work-related learning and enterprise aspects of the curriculum. The programme will be tracked by the Gatsby Benchmarks. We will provide a complete range of activities to ensure the Gatsby Benchmarks have been met.

We aim to provide a smooth and stress-free transition for pupils into the next stage of their education, training or life-long learning and to ensure that they continue to be happy, fulfil their potential and become a valued member of society. We work closely with our Further Education colleagues to ensure that there is a smooth transition into Post 19 provision including visits and a high level of contact throughout the school year. We include the pupil and parent carers in planning the next steps for each individual and provide information, guidance and support to help make this time as stress-free as possible.

At the heart of our Post 16 provision is the commitment to be a provider of excellence for pupils from all backgrounds.

Our courses cater for all abilities - providing a range between academic content, numeracy, literacy and ICT skills, personal skills (working collaboratively, discussion, creative and critical thinking) and independent living skills such as budget management, knowing and communicating needs and preparing snacks and meals.

We aim to be safe in the knowledge that when our pupils leave us they have the tools and confidence they need to flourish in the next stages of their lives.

13. Duke of Edinburgh

The Duke of Edinburgh Award is delivered as part of the Post 16 curriculum. It develops pupils' applied skills. These skills include: communication, team work, mental resilience and physical fitness.

The impact of this policy will be monitored through:

- Evaluation of pupil progress in literacy and numeracy through accreditation systems and 'Routes for Learning'
- Discussion with pupils, parents and staff
- Classroom observations and scrutiny of lesson planning by the Senior Leadership Team as part of the Performance Management process

14. Review:

Monitoring and Evaluation

The Assistant Head teacher ensures that resources and skills (of both pupils and staff members) are reviewed annually including opportunities for Continuing Professional Development (CPD) and that knowledge and understanding of practice and pedagogy are current and relevant.

Governors will meet with the Post 16 lead to ensure challenge is applied