Post-16 Policy

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1. INTRODUCTION

Chadsgrove School provides educational provision for pupils aged 2-19, those in the Post-16 department are in years 12-14. All pupils have some form of physical disability and/or complex health need. Pupils may also have a sensory impairment or have complex communication difficulties. Many pupils at Chadsgrove have conditions that co-exist, overlap and interlock creating a complex profile.

The Post-16 Policy seeks to reflect the individual special educational needs of the pupils in Post-16, how individual needs are met and the importance of a multidisciplinary approach with staff, pupils, parent carers/advocates and professionals.

Post 16 Vision

- A curriculum that will prepare Chadsgrove Post-16 pupils for a successful future post school, in line with their pathway and aspirations
- A curriculum that links to the Preparing for Adulthood (PfA) framework
- A distinct department for Post-16 pupils (those in year 12 and above)
- Apply the skills developed throughout their education at Chadsgrove into 'real life'. A significant step from a Pre-16 to a Post-16 model of education.
- Recognise pupils' existing skills and provide carefully structured ways of further enabling them to be applied in functional, everyday contexts

2. PURPOSE

The purpose of this policy is to describe the curriculum used in Post-16 at Chadsgrove School and how it supports coherent learning opportunities that will enable pupils to have meaningful and fulfilling lives as they move into adulthood.

3. INTENT

The Post-16 curriculum follows the four key areas of PfA (Health, Community, Independent Living Skills and Employment). Communication is an integral part of the Post-16 curriculum and is embedded within all of the four PfA areas. The curriculum has been co created with staff, pupils and parent carers/advocates.

The Post-16 curriculum aims to:
- Challenge pupils to achieve above expectations in all areas of the curriculum
- Provide a welcoming and comfortable learning environment which promotes effective learning and enables the pupils to experience a sense of enjoyment and achievement
- Offer an appropriate personalised curriculum which provides broad, balanced and relevant teaching and learning programmes suited to each pupil's special educational needs and in line with Education Health and Care Plans (EHCP)
- Maximise the individual's potential in mobility, physical abilities, communication skills,

sensory capabilities, personal independence and life skills
- Foster the pupil's social, emotional and moral development, thus enabling them to take their place in society as a mature and responsible adult
- Enable individuals to develop citizenship skills required for living in modern Britain
- Encourage a positive self-image and personal confidence, reducing the need for support
- Guide young people towards a realistic assessment of career possibilities and post education opportunities
- Prepare and support young people to make the transition into post education and adult life opportunities, having the best possible outcomes in adult life
- Ensure equality of opportunity in all areas of school life regardless of gender, ethnicity, culture, religion, social disadvantage or disability
- Promote Post-16 involvement within the wider community and FE destinations
- Maintain effective co-operation and communication with all multi-disciplinary health and social care teams for the benefit of the pupils, their parent carer/advocates, staff and other agencies
- Incorporate a variety of teaching approaches to maximise learning
- Offer extra-curricular activities that develop pupils character, broader skills, attitudes and confidence

4. WIDER SCHOOL AIMS/ETHOS

This policy supports the following school aims:

The curriculum is central in the delivery of the school aims and consists of the following:
- Varied and stimulating activities that ensure learning is functional, sequential and has meaning/purpose for the pupil in helping them to prepare for their adult life
- Sex and relationships education to support each pupil's understanding of themselves a young person as well as their interactions with others. A particular part of this will be supporting pupils to recognise both danger and safety in the environment and within relationships
- Opportunities for therapeutic interventions as appropriate and determined by provisions in the EHCP
- Opportunities to prepare for accreditations, in line with pupil interests and aspirations, preparing them to achieve their long-term goals beyond school
- Opportunities to access English and Maths courses if this is appropriate to their needs
- Opportunities to develop English and Maths skills through non-accredited means if the development of these skills through a 'holistic' approach to learning is more appropriate to them
- Opportunities to develop vocational skills and be part of the working world
- Pupils are enabled to provide feedback on the curriculum through regular pupil voice opportunities that are personalised to the needs of individual pupils
- To consider the views of parent carers/advocates and others who know the pupil well whilst ensuring the pupil's view is paramount and takes priority
- Pupils will have opportunities to use bespoke accessible technology to enable access to the curriculum

5. CONSULTATION

This policy has been written by Bec Gayden and Georgia Chapman-Palmer and drawn up in consultation with:

- Teaching Staff at Chadsgrove School through Post-16 meetings
- The Senior Leadership Team (SLT) through consultation of the draft policy
- Governing Body through review of the policy

6. SOURCES & REFERENCES

The following sources have been used to support the writing of this policy:

- The National PfA programme (NDTi)
- 16 to 19 study programmes: guide for providers (DfE 2017)
- The SEND Code of Practice (DfE 2015)

7. ROLES & RESPONSIBILITIES

The Governors are responsible for

- Ensuring that this policy is updated and the practice in Post-16 reflects the contents of the policy

The SLT are responsible for

- The performance management of the Post-16 Lead
- Ensuring the Post-16 Lead is following the contents of the policy

The Post-16 lead is responsible for

- Day to day leadership of the department
- Providing a department yearly plan and Post-16 curriculum, readily accessible to all school staff
- Monitoring curriculum planning and delivery
- Oversight of accreditations including award entries based on expected outcomes, moderation and unit submission
- Reviewing provision across the Post-16 department and its development in line with pupil interests and aspirations, statutory guidance and areas that arise as part of the school development plan process
- Developing sample case studies that demonstrate success journeys and evidence pupil progress within Post-16
- Reviewing and maintaining the Post-16 policy
- Liaising with parent carers/advocates and outside agencies

- Providing appropriate support for staff to understand and implement the curriculum, linked to performance management objectives
- Organising relevant staff training and disseminate to others where appropriate
- Chairing regular Post-16 meetings
- Attending relevant courses
- Consultation with and feedback to the SLT

Teachers are responsible for

- The day to day delivery of the Post-16 curriculum
- Producing Medium Term Plans (MTP) in line with the PfA framework
- Raising any concerns with the Post-16 lead with regard to the Post-16 Department
- Monitoring pupil progress, collating evidence and identifying next steps for learning
- Ensuring that all learning activities are age appropriate, appropriately differentiated and personalised to meet the needs of individual pupils taking into account their individual targets and EHCP outcomes
- Actively participating in moderation/work scrutiny meetings to support further development within the Post-16 Department and to enhance pupil progress, implementing interventions where required

8. IMPLEMENTATION

The Post-16 curriculum is generally delivered through three curriculum pathways; Formal, Semi-Formal and Pre-Formal

Formal and Semi-Formal
The Post-16 lead, in consultation with the SLT, teaching staff and pupils, agrees a yearly plan. Staff are guided by the yearly plan, based on the four PfA areas, with the addition of English and Maths.

Teachers are responsible for the production of termly MTPs using the yearly plan, accreditation guidance and person centred tools. Weekly learning activities are bespoke and personalised to engage the learner and ensure that the outcomes in their EHC Plan and annual review targets are being appropriately worked towards. Teachers are responsible for breaking annual review targets down into learning objectives that support recognition of progress and facilitate sequential learning in incremental steps.

Education, Health & Care Plan Outcomes
(Long Term Targets)
Approximately 3 Years

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Annual Review Targets
(Short Term Targets)
Approximately 12 months

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Learning Objectives
Small incremental steps working towards annual review targets

Pre-formal

The Post-16 curriculum for pupils with PMLD, which is delivered using the Pre-Formal Long Term Plan (LTP), builds towards pupils being able to confidently and consistently express preferences and to be able to exert autonomy in a variety of situations. The LTP is delivered through the three focus areas of the Barrs Court Curriculum (whilst taking into account the PfA framework), namely:

- Early Thinking Skills
- Early Communication Skills
- Early Motor Skills

MTPs are produced termly, which detail the intended learning in each of these three focus areas (Curriculum Intent) as well as suggested activities from the EQUALS Pre-Formal Curriculum (Curriculum Implementation). In addition, meaningful targets (Impact) are set for pupils in the areas of:

- Cognition and Learning
- Communication and Interaction
- Sensory and Physical development
- Social and Emotional development

These are linked closely to pupils' outcomes as stated in their EHCP and their Individual Education Plan.

Identified pupils work towards OCR Life and Living Skills Entry Level 1 accreditations.

9. ORGANISATION

Post-16 pupils are grouped into 3 form groups; P15 (Formal), P13 (Semi-Formal) and P14 (Pre-Formal).

P13 and P15 are generally based in a designated area of school allocated for Post-16 pupils that also has a common room and life skills area. These pupils are taught by form teachers and specialist staff. The areas of the Formal and Semi-Formal Post-16 curriculum are grouped as follows:

- Maths is set according to ability, including identified pupils from upper school
- English is set according to ability
- RSHE is on the timetable for P13 and P15 at the same time to enable flexibility across groups based on identified needs
- Healthy Living is organised in form groups with the exception of pupils accessing the hydrotherapy pool. Only those pupils with hydrotherapy identified on their EHCP will access the hydrotherapy pool
- Self-Development is grouped based on pupils' opted choices
- Community is organised according to form groups

- Vocational Learning is organised according to form groups with identified pupils accessing work experience
- Independent Living Skills is organised into 3 groups with pupils from one group opting to complete the Duke of Edinburgh Award

P14 are generally taught as a form group in the Pre-Formal area of school to ensure the pupils have access to appropriate facilities to meet individual needs including overhead hoists.

10. COMMUNICATION

Communication is integral to all areas of our curriculum at Chadsgrove, and this should be a primary consideration in teachers planning within the Post-16 curriculum.

Lessons should adopt a total communication approach and pupils should have access to personalised communication strategies including Aided Language Displays, use of Signalong (including topic vocabulary) and individual high tech and paper-based communication aids, as appropriate to their individual learning needs.

11. TRAINING/CPD

Training needs are identified through the monitoring process. If there have been any significant statutory changes then subsequent training needs will be addressed as necessary. If practitioners have requested any training needs then this will be considered by the SLT in line with the priorities of the school as a whole.

12. EQUAL OPPORTUNITIES

An equal opportunities policy (Policy number 38) is in place at Chadsgrove School. There is no discrimination as a result of the 'protected characteristics'. All pupils within Chadsgrove School are given the same opportunity to develop and reach their full potential. The curriculum supports celebrating diversity and inclusion for all pupils who may experience barriers because of their disabilities or any other factors. If pupils are not able to attend school, home learning support is provided if appropriate. Pupils are not at a disadvantage because of their health and care needs.

13. HEALTH & SAFETY

A Health and Safety policy (Policy Number 44) and an Educational Trips and Residential Visits policy (Policy Number 53) are both in place at Chadsgrove School. All staff must adhere to these school policies at all times. It is the expectation that all individuals working at Chadsgrove School from external agencies, for example health professionals, care workers and contractors, adhere to all of the policies and practices that are in place at the school. This includes the Post-16 policy.

14. INCLUDING PARENT CARERS/ADVOCATES

Staff at Chadsgrove believe that it is important to work in partnership with parent carers/advocates and value the knowledge that they have about our pupils. The partnership is based on shared responsibility, understanding, mutual respect and dialogue.

Parent carers/advocates are encouraged to become actively involved in helping to develop the pupil's educational programme, for example by contributing to it or carrying on work at home.

15. ASSESSMENT & MODERATION

Opportunities for Assessment for Learning are built into provision:

- Baseline assessments are used to ensure new learning is relevant and progress can be made
- Pupils are provided with opportunities to reflect on and assess their learning and recognise its relevance to their day to day lives
- Progress in Post-16 is evidenced and recorded against EHC Plan outcomes and/or accredited courses
- Some pupils are assessed using Routes for Learning, which is an assessment tool specifically designed for pupils with PMLD. For these pupils, progress towards meeting their targets is recorded using the Engagement Model assessment tool, which allows small steps of progress to be recorded against the five areas of Engagement, Exploration, Realisation, Anticipation, Persistence and Initiation.
- Questionnaires, discussions, teacher assessments and TA observations all form part of the assessment process
- Pupils are given the opportunity to engage in self-assessment and evaluations through the use of personal study planners
- Records of Achievement are used to record additional evidence of pupil success. These are presented to pupils upon leaving and contain photocopies of exam certificates and awards

16. MONITORING & EVALUATION

Regular Post-16 meetings are held providing an opportunity for reviewing teachers' planning documents and curriculum delivery in addition to ensuring all necessary resources are available. These meetings also provide the Post-16 lead with the opportunity to monitor and evaluate pupils' learning and progress across the department and address any concerns.

Each year the Post-16 lead will observe lessons and complete learning walks within the department to provide support and feedback to teachers, inform planning and monitor curriculum delivery.

The Post-16 lead will complete termly moderation meetings for all Post-16 groups including moderation of both accredited and non-accredited work.

Moderation, planning scrutiny, lesson observations and learning walks will enable pupil progress to be effectively and consistently recorded across the department whilst also giving feedback and support to teaching staff.

17. LINKED POLICIES

Preparing for Adulthood and Careers Policy (policy number 16)
PMLD Policy (policy number 26)
Equal Opportunities Policy (policy number 38)
Health and Safety Policy (policy number 44)
Educational Trips and Residential Visits Policy (policy number 53)
Work Experience Policy (policy number 76)

18. MONITORING & REVIEW

The Governor with responsibility for Post-16 is primarily responsible for monitoring the implementation of this policy. This will be through annual discussion with the department lead and consideration of the evidence included in the Post-16 lead's file. The Governor will report on this to the curriculum committee annually.

The work of the Post-16 lead will also be subject to review by the Headteacher as part of the school's performance management arrangements.