**HEBDEN GREEN COMMUNITY SCHOOL**

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| **POST 16 POLICY** |

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| **Date** | **Review Date** | **Coordinator** | **Nominated Governor** |
| **June 2016** | **June 2018** | **Michelle Parkes** | **Pupil Learning Sub Group** |

**Introduction**

Learners achieve best when their education successfully adapts to their individual needs and is relevant to the demands and contexts of contemporary society. In a world where these demands and contexts are rapidly changing (for example, half today’s students will take jobs in organisations and industries that do not yet exist\*).

QCA research identifies five major forces for change which currently face our schools:

1. Changes in society and the nature of work – learners will need different skills and knowledge to flourish in the future.

2. The impact of technology – this will influence when, where and how we learn.

3. New understanding about learning - research is giving us a clearer picture of how knowledge is interconnected, not compartmentalised or static, and that interconnectedness is often the cornerstone of creativity.

4. The need for greater personalisation and innovation – entitlement has to be balanced with personal choice and with the voice of the learner.

5. The increasing international dimension to life and work – global challenges bring changes to responsibilities, roles and attitudes.

**Outcomes for learners**

*Our curriculum ensures that we "provide opportunities for all pupils to learn and achieve" (National Curriculum aims and values), it:*

* is based on the needs of all learners;
* provides learners with stimulating and engaging learning experiences;
* enables learners to see learning as an enjoyable lifelong process;
* enables learners to make constructive choices throughout their lives in order to achieve economically and personally as responsible citizens.

\*Chris Yapp. Formerly Director of Public Sector Innovation for Microsoft.

**Post 16 Learning**

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

* show success in a variety of ways;
* develop and maintain a 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: articulate their own opinions and needs.

**All learners 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 learners, 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;
* cope effectively with change and diversity.

**The Post 16 curriculum builds on learners' strengths; interests and experiences** both inside and outside school, including those developed by their first educators – their parents and carers - and equips them with the skills to become confident, enthusiastic and effective 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 learners in communication, analysis, problem solving, enquiry and logical and creative thinking in many different contexts, enabling 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 to bear in different contexts throughout their lives.

**The curriculum reflects the learners' 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 learners can:

* contribute to the community both in 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 learners' 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 and flourish when at key transition points in their lives;
* 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.

**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 students are provided with opportunities to be as functionally literate, numerate, communicative and independent as porrbile in a range of settings;
* for all staff to have high and challenging expectations for each individual;
* to work closely with famliies to ensure the best outcomes for each student;
* to liaise with other professoionals to ensure that the holtistic and therapeutic needs of each student are addressed;
* to ensure students 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 releavnce for all students;
* 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 students 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, mobility, residential and work experience.
* to prepare pupils for the opportunities, responsibilities and experiences of adult life.
* to monitor, track and assess pupil progress for the purpose of ensuring high standards of achievement

**Structure:**

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 students within.

• appropriate training is provided for class teams;

• the class environments reflect the needs of the children with respect to not just their need type on the whole, but their specific needs as highlighted in their IEPs and Education, Health and Care plan or Statement;

• appropriate interactive environments are nurtured within each class setting;

•appropriate provision of visual time tabling, PECS, sensory areas, work stations are established.

However there are many opprtunities for our students to mix as a whole cohort – through enterprise activities, in work expereince, at break times and in extra curricular clubs.

**Assessment, Evaluation, Accreditation and Monitoring**

Assessment procedures are in accordance with subject policy and included in schemes of work. 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 summatively using B Squared assessment linked to the Adult Curriculum or using an in house system which refers to progress made towards predicted grades. This information forms the basis for whole school target setting and is fed into national databases which aid challenging target setting and ensure that Hebden Green School’s students achieve well regardless of ability.

We set challenging but achievable targets based on prior attainment and the expectation that pupils will progress two levels in a Key Stage (national Progression Guidance). It is not uncommon for our students to have uneven attainment profiles either in individual subject areas or at different periods of time in their learning journey, especially due to the complex medical needs of many of our students.

Data is analysed in a variety of ways to demonstrate progress and set targets 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 gymnastics.

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. External advice is actively encouraged and subject leaders can request the support of area consultants or advisers. Staff training is embedded within the core of the Post 16 vision and the Deputy Headteacher for Post 16 ensures that teachers have access to relevant training, support and advice.

All pupils have an Individual Education Plan which is reviewed three times a year and is tracked and monitored by pastoral teachers, the SENCo and the Deputy Headteacher. These IEPs are taken from the EHC Plan and include targets on working towards independence and transition to adulthood.

**Curriculum**

Our students follow an individual curriculum which addresses their needs as a whole learner 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 students. At the core of the curriculum we look at the individual needs of the students 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 number) 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, students may follow different pathways centred on different accredited courses. Alongside this, lessons in the key skills (including English/ literacy and numerical skills) continue.

**Pathway 3: GCSE and ASDAN CoPE (Certificate of Personal Effectiveness) Pathway**

* These students will work primarily around the ASDAN Certificate of Personal Effectiveness (COPE)
* Most students will achieve COPE Level 1; some students will achieve COPE Level 2
* Each Module is divided into 3 sections
* Each section should take at least 10 hours.
* Each block of 10 hours is worth 1 credit.
* Each student needs at least 12 credits to gain COPE
* CoPE has been allocated attainment table points:

Level 1 is worth 25 points (equivalent to a GCSE Grade E/F) and

Level 2 is worth 46 points (equivalent to a GCSE Grade B)

* Students will access a range of GCSE courses including English and Maths
* Students will access a range of short courses in areas of interest which will be accredited through CoPE e.g. Photography, Animal Care.

**Pathway 2: Functional Skills and ASDAN Bronze/ Silver Challenge Pathway**

* These students will work primarily around the ASDAN Bronze/ Silver Challenge Award
* Most students will achieve the Bronze Award; some students will achieve the Silver Challenge Award; some students may go on to work for the ASDAN Certificate of Personal Effectiveness or ASDAN Award of Personal Effectiveness
* There are 12 Modules
* Each Module is divided into 2/ 3 sections
* Each section should take at least 10 hours.
* Each block of 10 hours is worth 1 credit.
* Each student needs at least 6 credits to gain the Bronze Award or 12 credits to gain the Silver Challenge Award
* Pupils ill also access AQA/ ED Excel Functional Skills in English and maths

**Pathway 1: ASDAN Towards Independence/ Personal Progress Pathway**

* These students will work primarily around ASDAN Towards Independence and Personal Progress Awards/ Diploma
* There are over 50 modules which students can access at their own pace and can be involved with choosing their own modules where appropriate
* Learners compile a portfolio of evidence to show the module activities they have completed
* Following internal moderation, candidates are submitted for external moderation and certification

Where appropriate Hebden Green School can also offer courses such as:

A Level: We can offer A Levels for small cohorts of students who achieve the grades and have interests in specific subjects e.g. A Level Literature.

GCSE: many students gain GCSEs at the end of Key Stage 4; it may be deemed appropriate for students to study further GCSEs when they are older or to complete GCSEs over a longer time period. GCSEs are usually a mixture of course work and exams.

We can also offer vocational BTEC courses such as Personal Finance, AQA qualifications, Entry Level Certificates and are committed to finding the right qualifications for, and teaching to, our students’ needs.

Many Post 16 students have the opportunity to attend courses at other local colleges such as Reaseheath College and South Cheshire College; we have developed close links with the NeuroMuscular Centre where some pupils have received training in Graphic Design. Post 16 students enjoy ‘taster’ days at centres, spending time experiencing course such as animal husbandry; horticulture; ICT and catering.

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.

To embed the skills student learn in lesson times, we offer social clubs which run throughout the evening and often link to our onsite residential provision. During these times, as well as developing valuable social skills, students will look at caring for themselves – making meals, washing their clothes and getting ready for the next day, dialling out for pizza or going for a meal in an adult environment. We also enjoy visits to the cinema, bowling and leisure centres.

All students will leave Hebden Green Post 16 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. As part of the ASDAN CoPE and Bronze/ Silver Challenge Award, students are also required to write a personal statements and all students are involved in developing and assessing their own personal targets.

Example of Learning across Post 16

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|  | **Accredited** | **Non Accredited** |
| Literacy | COPE Module 1 Communication | Key Skills linked to IEP  Creating own website space |
| Numeracy | Personal Finance Short Course ASDAN | Key Skills linked to IEP  Using money as part of daily life (at break times where applicable) |
| Science and Technology | Relationships and Sex Short Course ASDAN  COPE Module 9 | Creating own website space  Writing simple algorithms |
| RE | COPE Module 12 | Introductions to main religions:  Christianity  Islam  Judaism  Hinduism  Sikhism  Buddhism |
| PSHE/ Citizenship | COPE Module 2 Citizenship and Community  Community work (minimum 10 hours)  COPE Module 5 The Environment |  |
| Life Skills | COPE Module 4 Independent Living  **to include Section C** | Take part in mini enterprise, after school clubs and residential visits as appropriate |
| Languages/ International Links | COPE Module 10 International Links | Take part in celebrating different festivals from around the world e.g. Chinese New Year |
| Music | AQA Unit – How can we write down musical ideas?  AQA Unit – What is live musical improvisation?  COPE Module 11 Expressive Arts | Cartoons – Graphic Scores  Performance Skills – organise a musical performance for live audience  Folk Music  Music Around the World  Playing a Musical Instrument to Accompany a Live Performance  How do we use technology to improvise live sounds? |
| Art and Design | COPE Module 11 Expressive Arts | Art linked to time of year e.g. Christmas |
| PE | COPE Module 7: Health and Fitness  Training for a recognised First Aid Qualification or  Training course for a Food Hygiene Certificate or  Training Course for a recognised Personal Survival Award or  Expedition or  Sports Leader Award or Duke of Edinburgh Award | Tennis/ Table Tennis  Basketball/ Curling  Football  Boccia/ Hockey  Cricket  Athletics |
| Careers/ Preparation for Work and FE | COPE Module 6: Vocational Preparation  10 hours minimum work experience in one of following areas:  Mini enterprise (10 hours minimum) | Taster days at FE colleges |
| Options | Choose from (example)  ASDAN Short Course:  History  Geography  Languages  FoodWise  Animal Care  Individual Preference |  |

**Our Therapy Provision**

Based at Hebden Green School we have our own therapy team consisting of Speech and Language Therapists, Occupational Therapist and a large team of Physiotherapists. We have our own team of specially trained nurses who support pupils with their individual medical and health needs.

All 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 shared goals meetings and give their specialist input where needed. As well as providing one to one sessions with pupils across the school they liaise and support teachers with relevant whole class and small group therapy input and also accept referrals giving specific and targeted advice and support on a case by case basis.

**Hydrotherapy**

Pupils are given the opportunity to move in a warm, safe 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 flotation aids. These sessions are very popular as they allow pupils a degree of movement that they will 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.

**PSHE and Sex Ed**

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. As part of PSHE drugs awareness is also taught, again in an age and ability appropriate way.

**Careers Education**

Students will access appropriate work-related activities in and out of school and work experience where appropriate. When possible, students will prepare for and attend their annual review, where progress and future plans will be discussed.

**Social and Emotional Aspects of Education (SEAL)**

The 5 aspects of SEAL: Self awareness; managing feelings; motivation; empathy; social skills will be taught across the curriculum areas and linked to ASDAN modules, as appropriate.

**College & Inclusion Links**

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

**Work Experience**

We offer work based learning provision with local services including local care homes and the Neuro Muscular Centre. Work-related opportunities may involve having jobs or responsibilities in the school environment including running enterprises, being involved in hosting whole-school events and running the Post 16 break time ‘cafe’. Students for whom work is a possible future option, will be involved in discussions about the sort of work experience they would like to have, through to contacting and meeting an employer, completing the work experience and evaluating how it went. Parent Partnership may support the school in finding appropriate placements.

**Transitions and Preparation for Life**

In Year 11 the Young People’s Service( formally Connexions) supports pupils in developing Student Action Plans which feed into the multi agency transitional review meetings. These highlight areas of strength and 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, the Young People’s service and industry enhance the work related learning and enterprise aspects of the curriculum.

We aim to provide a smooth and stress free movement for students 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 smooth transition into the Post 16 department 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 students 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 home management skills.

We aim for the knowledge that when our students leave us we know that they have the tools and confidence they need to flourish in the next stages of their lives.

**Monitoring of the Post 16 Policy**

The impact of this policy will be monitored through:

* Evaluation of pupil progress in literacy and numeracy using B Squared;
* Discussion with students, parents and staff;
* Classroom observations and scrutiny of lesson planning by the Senior Leadership Team as part of the Performance Management process.

**Review**

The policy for ICT will be reviewed biennially in order to ensure that we meet the statutory requirements. The process will be led by the Deputy Headteacher and all staff will be asked for feedback at staff and department meetings.

**Monitoring and Evaluation**

The Deputy Headteacher ensures that resources and skills (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.

**How will we know that this policy is effective?**

When:

* Students are maximising their opportunities to take part in daily life;
* There is an increase in the learner’s levels of confidence and participation in school life;
* The feedback from students and parents/ carers is positive;
* Teaching and learning is usually outstanding
* Planning clearly shows a wide range of strategies and differentiation; including how ICT and ACC are used to maximise learning opportunities
* Planning clearly shows how key skills are being developed
* Students have good opportunities for work experience and are confident to go out of school to extend their vocational and life skills;
* Students make outstanding progress,
* Students gain accreditation for their work;
* Students go onto work or Further Education and use the skills they have developed at Hebden Green to aid them in their study and life.