



*'Individual Growth, Individual People'*

Head Teacher: Mrs M A Tyers

# Post 16 Policy

## Reviewed January 2019

# POST 16 POLICY

The Post 16 department at Newark Orchard School aims to meet the individual needs of the young people in the areas of personal, social, academic and vocational development. The aim is to prepare students for the adult world, for working and living in the community.

The Post 16 curriculum offers progression from **Key Stage 4** both academically and by promoting life skills and independence in preparation for adult life.

The **14-18 department** sees Post 16 as a transition phase in the continuing life and educational pathway for our students.

The aims identified for students are achieved through a broad and balanced curriculum which involves vocational and academic educational opportunities, as well as developing independence and social skills. **The aim is to prepare the students for adulthood.**

## Accreditation

Students in the **14-18 department** have the opportunities to follow a chosen pathway. The students are able to choose a vocational pathway from a selection of topics, **such as Craft, Design and Technology, Horticulture and Fitness.** Within the department, the students will progress - achieving an award in their chosen pathway.

Functional Skills underpin the Post 16 programmes. Students will follow the accreditation in English and Maths at an appropriate level. Numeracy skills are developed through practical situations and experiences, including cooking and shopping. Communication skills are developed, with the use of communication aids where appropriate.

Students have access to other accreditation in Post 16. Where appropriate, students will work towards GCSEs. Some students also work towards achieving an ASDAN Certificate of Personal Effectiveness (CoPE) which develops their independent skills in both the community and in the management of their own learning.

For students with more complex needs there is a sensory approach to the curriculum which will help to develop communication and social skills.

Post 16 keeps up to date with the changing government policies.

## Assessment and Recording

Students in Post 16 follow the same procedures as other students across the school.

- **All students have a Personal Education Plan with targets taken from their current EHC plan.**
- Some students have Behaviour Improvement Plans.
- **Students have targets set in English, maths, ICT and PSHE relating to the national curriculum. The staff use SOLAR data to assess, record and save data.**

- A careers education programme is in place using the ACEG April 2012 Association of Careers Framework and the Gatsby Profile for Post 16 students. Independent careers advice is provided by 'Ideas for Careers.'
- Apart from GCSE/AQA, all other accreditation is internally verified by school staff and then externally verified.
- Accreditation achieved by students can be tracked throughout the 14-18 department.

### **Work Related Learning**

Students in the 14-18 department take part in internal and external experience of work. Some students are given the opportunity to shadow school staff such as the catering manager and caretaker to develop work skills in a safe, secure environment. External work experience involves working in places such as Waitrose, local nurseries, the POD, Oxfam bookshop, Brownhills Motor Homes, Sainsbury's and Devon Park. This could be a supported or independent placement. As part of ASDAN CoPE, Post 16 also take part in community work experience every week.

### **Outside Classroom**

Students who choose a horticultural option have access to an outside classroom. Students learn how to plan for and maintain a garden area. They grow a variety of plants, considering the needs of wildlife as well as providing food. Students have the opportunity to grow, harvest and then eat their produce. Post 16 have also taken over managing these outside areas, making sure that they are well maintained.

### **Life Skills**

Post 16 students are encouraged to be as independent as possible. This includes taking responsibility for their own personal presentation, including clothes care and personal hygiene. They will handle money in practical situations and plan for, shop and prepare basic meals as part of an Enterprise project, with the yearly profits being spent on an activity or trip of their choice. They learn about their changing roles and responsibilities in society as they move into adulthood.

Post 16 also use their life skills during break times, where they have the opportunity to make themselves a hot drink under supervision. They are expected to keep track of supplies of tea, coffee, milk etc and add to the shopping list when they are running low.

### **Careers Advice and Guidance**

Careers advice and guidance is delivered throughout the 14-18 curriculum as appropriate. Post 16 students have access to targeted support input and impartial careers advice. This is planned into the curriculum but there is also the opportunity to discuss plans for the future in individual EHCP meetings.

### **Community Links**

Links with the local community are encouraged. These include regular links with places which provide work experience placements. Students also get opportunities to engage with specific projects, for example working with the HOPE project and working with local community support officers about staying safe using social media.

Informally, Post 16 students access the local community to practice life skills, such as shopping. Most Post 16 students take part in the school's travel training program, and develop the skills to use public transport independently. Whole school events such as end of term assemblies give Post 16 students the opportunity to practise these skills, as they make their own way to church without adult support.

As part of the 14-18 department, Post 16 students take part in charitable events which are both local and national.

### **Person Centred Reviews**

Students in Post 16 have a 'person centred review'. Students are encouraged to express their hopes for the future. An action plan is put into place to help enable the students to achieve their desired goals. This might include arranging appropriate work experience or liaising with other external agencies.

### **Provision after Newark Orchard School**

Newark Orchard School maintains a close working relationship with local colleges, which are frequently the destination of Post 16 students on leaving school. Regular visits to colleges and other possible settings are planned into the Post 16 curriculum to make transition less stressful for the students.

There is also regular contact with the Transition team who give advice, assess and provide services for a specified group of learners.