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## 1. Aim of the policy

This policy aims to outline the Greater Horseshoe School's Policy for Post 16 Education.

## 2. Ethos

The Greater Horseshoe School Post 16 Study Programme has been designed for learners aged 16 to 18-years-olds, offering them opportunities to boost their functional skills in Maths, English and ICT, to gain new vocational skills and qualifications, and to gain invaluable work experience.

We recognise that many of our learners have experienced significant trauma and struggled in previous education settings resulting in delays in achievement. Consequently progress by the end of key stage 4 is often below average and our students typically are anxious about entering mainstream Post 16 provision and require a significantly more supportive educational environment to succeed and prepare for the adult world of work.

Our farm-based alternative provision is regarded as particularly valuable in offering our post 16 students a broad spectrum of interconnected learning and developmental experiences that complement other elements of their learning, support their personal and social development, and help prepare them for future transitions.

## 3. Aims

- To offer a curriculum which promotes and develops the transferable skills required to provide a basis for adult life.

- To encourage social interaction with peers and staff to create a stimulating setting in which all are safe and which facilitates an effective learning environment to support social development.
- To ensure that every student reaches their potential in terms of life skills and independence.
- To provide access to a wide range of experiences in the community.

## 4. Objectives

- To plan and deliver individual programmes based on the abilities and needs of the individual.
- To ensure that students have an input into the planning of their programmes at a level appropriate to their level of understanding.
- To ensure that students are aware of the reasons for undertaking activities at a level appropriate to their level of understanding.
- To promote self-advocacy through Pastoral support and Social and Personal Development. To promote problem solving skills in a variety of settings and environments.
- To ensure that students make progress throughout their time within the department and to reward success.
- To support students to obtain a range of appropriate accreditations.
- To ensure that activities are age appropriate and take into account individual cultural, social, spiritual and moral needs.

## 5. Post 16 Curriculum Details

Every student has an individual programme of study outlining what they will study over the 3 year period. The Post 16 teacher or tutor will plan work for each student in each curriculum area according to their current levels and targets, using a variety of accreditation schemes as appropriate.

Study will be specific to the individual needs of the student and their interests, focusing on individual need, functionality, independence and the transition to adulthood. The curriculum content for each individual will be based on long term goals identified through their PLP. For all students the curriculum will encompass the use of the local and wider community and, where appropriate to the individual, college and external work experience provision.

## 6. The key elements of the Post 16 Study Programme are:

1. The development of functional literacy, numeracy and ICT skills.

The Greater Horseshoe School sets high aspirations for our learners and we support them to reach functional skills at Level 2 in numeracy and literacy and ICT skills by the time they finish their learning programme.

## 2. Work experience

The Greater Horseshoe School aims to support all learners into external work placements, if ready for the experience. If not we provide a range of our own supported work experience placements which will equip students with the necessary work related skills in a safe and secure environment . This enables the development of good employment skills and with support provides an environment which enables learners to build their confidence and understanding of the world of work. Where possible and appropriate, we endeavour to match the work placement to the learner's employment and career goals.

## 3. Vocational qualifications

The opportunity to achieve vocational qualifications is an important element of the Study Programme, and by offering a programme that take account of local employment opportunities, the aim is to ensure young people develop the skills that local employers need.

We offer our learners the opportunity to participate in vocational pathways alongside an appropriate high quality work placement. This enables each learner to improve the underpinning knowledge of the sector skill area they might wish to enter.

## 7. Post-16 qualifications offered

### Accredited learning:

- GCSE Maths
- GCSE English
- Functional skills Maths (up to Level 2)
- Functional skills English (up to Level 2)
- Functional Skills ICT (up to Level 2)
- Work skills/employability (ASDAN short course Careers and Experiencing Work)
- Construction, including Health and Safety
- Health and safety in the work place
- Basic food hygiene
- Horticulture (City + Guilds Level 1 Award, Certificate, Diploma)
- BTEC Level 1 Award introductory in Sport
- RSL Music practitioners
- BTEC Level 1 Digital Media

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- Hair and Beauty (City + Guilds Entry 3)
- Motor Vehicle (ABC Level 1)
- Duke of Edinburg Award
- John Muir Award

## Non-accredited learning and enrichment

- Health and safety in the work place
- Leisure time activities
- Excursions and visits
- Art
- Photography
- Hospitality and Catering
- Animal Care
- Personal Safety including online safety and substances
- Communication
- Team Work
- Problem Solving
- Work experience placements
- Volunteering
- Business and administration
- British values themes

In addition, all learners follow work skills/employability, independent living skills, PSHE and RSE programmes.;

### Independent Living skills

Independent living skills focuses on practical skills covering washing, dressing and appearance; use and upkeep of everyday equipment (including the use of Computing in the home and e -safety); keeping the home environment clean and tidy; rights and responsibilities relating to the home, money management skills, coping with emergencies and home safety. Planning is informed by the Independent Living skills, PHSE&C Schemes of work and any AQA units being studied.

### Catering

The students' ability to cater for themselves – to buy and prepare food - is an essential part of independent development. Each week students take part in lessons aimed at providing them with the skills and knowledge needed to prepare various items. Specific dietary requirements and food allergies are taken into account. These sessions are linked to BTEC Home Cooking Skills and BTEC Vocational Studies, as well as to the AQA Unit Award Scheme.

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## PSHE&Citizenship

PSHE&C is embedded in the curriculum. There are discrete teaching sessions which focus on PSHE&C and Independent Living Skills. During the discrete PSHE&C session the topics addressed include; leisure, road safety, public transport, personal information and safety, bullying and the internet, advocacy, rights and responsibilities community access and skills, computer use, money, healthy living, hobbies and interests. These sessions are linked to any AQA units being studied. Students may also learn about drug, tobacco and alcohol awareness and understanding their SEN as appropriate to individual cognitive ability.

## Sex and Relationships Education

Sex and Relationships Education is provided by the students learning mentors and by PSHE teachers.

PSHE and RSE Sessions will be tailored to the needs of the individual with the use of pupils' individual PSHE Support plans.

## Expressive Arts

With opportunities in Dance, Music, Photography, Drama, Art, Design and Technology. The sessions will be tailored to the student's interests and abilities. Linked to AQA Unit Awards.

## Physical Education

Takes place at least once a week both on and off site. Sessions will be run by a Tutor, LSA or a qualified sports coach. Students also have the opportunity to engage in physical activity including access to local gyms and other sporting/leisure facilities. The activities available at present are horse riding (off site), swimming, rock climbing (off site), golf, and a football and teamwork session. The sessions will consider the views, interests and cultural preferences of students when deciding on the focus of each lesson and will include the students in the planning process.

The teacher/tutor's aim will be to strengthen and develop the existing skills and interests of students whilst giving them the opportunity to broaden their experiences of physical activity. Accredited via AQA Unit Awards.

## Work Related Learning, Enterprise, and Careers

Work experience is offered both internally and externally (as appropriate) during the 3 years in Post 16. Access to work experience is dependent on the needs and abilities of the individual. Students may participate in Business Enterprise activities throughout their time, where they will gain experience of a range of aspects related to running a business and employment. Studies in this area are linked to the AQA Unit Awards.

## External Courses

Students may benefit from the experience of attending another college to complete specific part time vocational courses. The teacher/tutor will assess each student according to their needs and interests to find a course to suit them, if appropriate. We are currently developing a partnership with local colleges/ and external training providers.

## **Specialist facilities**

The majority of the curriculum is delivered on site at the Greater Horseshoe School and Chipley Mill farm, with considerable use made of local community facilities for shopping and leisure activities. Wherever possible a realistic working environment is provided for students to sample. The Post 16 Department currently offers the following specialist facilities:

- Outdoor sports area with MUGA
- Secure garden area with raised beds and a store room with dedicated equipment
- Catering Classroom
- IT/Music provision at Musers
- Individual study areas for students
- Covered outdoor learning area
- A broad range of facilities at Chipley Mill Farm
- Medical room

## **Post 16 Unit Community Access Statement**

Wherever possible, students are encouraged to access the local community for a range of activities in order to develop and practise skills learnt in a safe environment) prior to being used in the community. Use of these skills in the wider community allows students to generalise skills that will assist them as they become increasingly independent. Access to the community also provides the students' with a range of life experiences and opportunities which is beneficial to their health and well-being and will equip them with the skills they will need to transition from the Greater Horseshoe School to adulthood. Each class is timetabled to have access to a school vehicle several times per week, which allows students to travel in the local community and further afield. Students are encouraged to contribute ideas towards visits.

## **Activities for students may include:**

- Use of local transport facilities

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- Shopping at small, local shops and larger supermarkets, using cafes or restaurants
- Visits to country parks, museums, places of spiritual significance and other places of interest Visits to local libraries, banks, post offices, hairdressers/barbers, doctors/dentists and sports facilities
- Accessing public service facilities such as recycling areas Work experience placements with local employers
- Local swimming and gym facilities
- Cinema
- Ten Pin Bowling
- Rock climbing centre
- Horse riding placements

Whenever accessing the community students are appropriately supported, some requiring two staff to support at times. Students are encouraged to develop road safety skills and to be as independent as possible. All community activity undergoes a strict risk assessment procedure and copies of these assessments are retained by the Post 16 unit and by class groups as required.

## 8. Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Regional Director for Acorn Education and Care. Outcomes First Group will then actively respond to the enquiry.

This policy is written by Louise Davey

Date: 1<sup>st</sup> May 2022

Signed:

This policy is quality assured by Mike Deacy, Regional Director.

Signed:

Date:

The policy is quality assured by Governor:

Date:

Signed: