

Liverpool Progressive School

Post 16 Education



Policy Number:	LPS_CU_20	Originator:	Linda Dunbavand, Lukasz Miecznikowski
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1. ACCESS STATEMENT

Education within the Post 16 department is offered to students between the ages of 16 and 19 years with a statement of SEN.

Individual strengths and needs in terms of personality, ability and SEN are recognised and access to learning is facilitated by use of individualised programmes supported by Pupil profiles, Behaviour Support Profiles and Speech and Language Therapy input.

The department seeks to allow students to share their experiences and to be able to make realistic choices allowing for individual growth and development.

The curriculum content in Post 16 is flexible and is adapted for each individual according to their long term goals for education, care and living.

2. 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.

3. 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.

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- To ensure that students make progress throughout their time within the department and to reward success.
- To encourage 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.

Statement regarding the relationship of the Post 16 departmental curriculum to the DCFS requirements for 6th forms.

During KS4 students' progress is assessed and recorded via our school curriculum subject areas and via ASDAN Transition Challenges. Each student's education pathway is individual therefore other qualifications within ASDAN, AQA or other awarding bodies may be made available according to specific need.

The information below shows where and how the various components of the curriculum are delivered and how they are assessed. Accreditation is used where appropriate to student need and reflects the achievement of students within their individual programmes.

4. 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 ASDAN and AQA schemes (English, Maths, Computing and life skills,) as appropriate .

Study will be specific to the individual needs of the student and their interests, focussing 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 PCP. 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.

Students working below the academic level of ASDAN and AQA schemes will have targets which are functional and meaningful to that student with the main focus being to increase their independence and develop their repertoire of preferred activities and self occupancy.

The teacher/tutor may decide to split the students according to ability or individual interests and preferences. This split is flexible and may change according to the activity or mood of the group.

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

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providing them with the skills and knowledge needed to prepare various items. Specific dietary requirements and food allergies are taken into account.

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, coping with emergencies and home safety. Planning is informed by the Independent Living skills, PHSE&C Schemes of work and any ASDAN/AQA units being studied.

PSHE&C

PHSE&C is embedded in the curriculum. There are discrete teaching sessions which focus on PHSE&C and Independent Living Skills. During the discrete PHSE&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 ASDAN or 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 School nurse. Work will be tailored to the needs of the individual.

Science

Scientific learning is taught through everyday applications of science, focusing on knowledge and understanding of the world and independent living skills. Learning will be driven by individual pupil interest and preferences,

Expressive Arts

With opportunities in Dance, Music, Drama, Art, Design and Technology. The sessions will be tailored to the students interests and abilities

Physical Education

Takes place at least twice a week both on and off site .At least one of the sessions will be ran by our 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) and a football and teamwork session with an external sports coach from Everton FC. 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.

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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.

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.

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 and endeavour to find a course to suit them, if appropriate. If a college course is appropriate to the student, they will attend college purely for familiarisation during their first year. During the second year they will progress to attending a college for a short course and then, in their final year, they may attend college for a further period of study and/or complete a period of work experience.

Core Subjects:

- Literacy – Delivered and assessed via AQA units both in a group and individual setting,
- Numeracy – Delivered and assessed via AQA units both in a group and individual setting,
- Computing – Delivered and assessed via AQA units both in a group and individual setting,
- PE – Delivered and assessed via AQA units both in a group and individual setting,

Entitlement Subjects:

- Arts/DT – Delivered and assessed via AQA units both in a group and individual setting,

5. Specialist facilities

The majority of the curriculum is delivered on site, 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:

- Sensory room
- Hydrotherapy pool
- Dedicated kitchen
- Library

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- Tutorial room
- Outdoor sports area
- Secure garden/allotment area with three raised beds and a shed with dedicated equipment
- Greenhouses
- Computing suite
- Individual classrooms for students
- Covered outdoor learning area

6. 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 Liverpool Progressive 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.

7. Activities for students may include:

- Use of local transport facilities
- 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
- Beetchley stables
- Knowsley Riding Stables

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.

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8. Equality Impact Statement

8.1 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 Head of Education. Embrace will then actively respond to the enquiry.

This policy is quality assured by Jason Goddard, Head of Education.

Signed:

A handwritten signature in black ink, appearing to be 'J. Goddard'.

Date: 01/03/2017

This policy is ratified by Amanda Morgan-Taylor, Quality Director

Signed:

A handwritten signature in black ink, appearing to be 'A. Morgan-Taylor'.

Date: 01/03/2017

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