



Post 16 Policy

Policy Written by/date: Date Ratified by Governors:	Signed/Date: Chair or Vice Chair	Policy due for review:
Rebecca Thomas: Post 16 Lead November 2015		November 2017

This Policy is linked to the following School Policies and/or Procedures

Curriculum Policies	School Policies	School Business/Finance Policies
<ul style="list-style-type: none"> • Curriculum • SEN • English (incl Library) • Art • DT • Forest Schools • Humanities • Maths • P.E • PSHE • ICT/Computing • R.E • Collective Worship • Science • Sex and Relationship Education (SRE) • Careers • Post 16 (inc Consortium) • Communication • ASD • Music • School Council • Spiritual, Moral, Social and Cultural/British Values • Teaching and Learning • Conductive Education 	<ul style="list-style-type: none"> • Child Protection and Safeguarding • Inclusion • SEN Report • Appraisal • Positive Intervention • Prospectus • Pupil Attendance • Anti—Bullying • Designated Teacher (LAC) • Exclusions Policy • Volunteers • Animal Visits • Educational Visits • Exams/Accreditation • Staff Dress Code • First Aid Health and Medications • Intimate Care • Manual Handling/Mobility • Initial Teacher Training • Planning, Preparation and Assessment • Continuing Professional Development • Teaching Assistants • Well-Being of Staff and Student • SEF • SDP • Bereavement • Management of Incident Involving Drugs • Use of Video and Photography • Acceptable Use • E-Safety • Non-Smoking Policy • Complaints • Assessment, Recording and Reporting • Parental Involvement • Student Participation • Home School Agreement • Healthy Eating • Transition • Pupil Premium • Lone Working • Staff Induction • Supporting Pupils with Medical Needs 	<ul style="list-style-type: none"> • Data Protection • Confidentiality • Pay Policy • Register of Business interests of HT and Governors • Accessibility Plan • Charging • Freedom of Information • Publication Scheme • Staff Grievance • School Companies • School Income • Lettings • Code of Conduct • Governor Allowances • Allegations of abuse against staff • Health and Safety • Retention of data • Recruitment and Selection Policy (Safer Recruitment) • Governing Board Succession Planning • Whistleblowers • Instrument of Government • Staff Discipline, Conduct and Grievance procedures • Equal Opportunity Policy • Equality Duty • Staffing Structure • Staff Attendance Planned • Staff Attendance Unplanned • Anti-Harrasment • School Emergency Plan • Critical Incidents • Transport • Pool Safety and Procedures

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All policies at GSSC are written to reflect Statutory Requirements or National Guidance and updated in accordance with this. There are times when the Government or Local Authority provide updates to policies that are outside of the policy review schedules. In such instances, an appendix will be added to policies to reflect these updates until the Governing Board can ratify these amended policies. These appendices will supersede previously issued Statutory Requirements or National Guidance.

GSSC January 2016

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GSSC

Post 16 Policy

Introduction

This reviewed policy was written in November 2015 by the Post 16 coordinator in conjunction with the Curriculum/Business (to be deleted by Deputy Head) Committee. It was approved and adopted by the Governors This policy was written with guidance to **statutory Ofsted legislation/guidance**. It will be monitored and reviewed bi-annually as part of the school's monitoring cycle or sooner if required.

Rationale

The programme of study of Post 16 at GSSC aims to supply a systematic way of exploring the world. Through the teaching of the programme we endeavour to encourage the following skills:

Observing, experimenting, recording, patterning and inferring, predicting, communicating, questioning, evaluating. Making choices, being self-managers and applying what they have learned to adult life at GSSC and Post school. We also aim to foster the following attitudes: confidence, self-respect, respect for others, care and compassion for all living things, curiosity and co-operation.

Curriculum Development

As part of Whole School Curriculum Development at GSSC, we are continuing to work collaboratively with other Special Schools in Northamptonshire to develop a 'skills based curriculum' for all of our pupils that will focus on the learning of and consolidating of key skills across all curriculum areas.

Context

The post 16 provision currently comprises of 2 classes and some provision in the ASD and MSI units. The two main classes are taught in year groups following the post 16 curriculum. Students in the ASD and MSI provision follow the post 16 curriculum where appropriate. Students follow an academic and vocational curriculum. Work is accredited.

Entitlement, Access and Equal Opportunities

All our pupils have equal opportunities to access to a broad and balanced curriculum regardless of race, age, creed, gender or sexual orientation. The balance of the curriculum may, however, vary to respect their individual needs and priorities.

Aims and objectives

At GSSC, we aim to provide a rich and varied curriculum in all subjects that will challenge and channel pupils' natural curiosity, encouraging them to explore and make sense of the world in which they live. Our principal aim is to develop pupil's knowledge, skills and understanding in their world.

The main aims of the course are:

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- To promote a positive self image and to encourage the development of communication, decision making and personal choice in line with Every Child Matters and PLTS.
- To assist further development of numeracy, literacy and ICT functional skills.
- To develop social awareness and individual abilities including some discreet PSED.
- To develop an understanding of vocational opportunities.
- To prepare all students for post school provision – employment, FE colleges, residential or day care provided by social services or the private sector.
- To develop students' understanding of their society and community and how they contribute to it.
- To develop skills related to the purposeful use of leisure time.
- Provide opportunities for work experience either in-house- or off-site as appropriate.
- The develop awareness of business skills through Enterprise and Work Related Learning.

Teaching and Learning Styles

- Students will have opportunities to make choices and decisions.
- Students will be encouraged to develop a maturing attitude and positive behaviour in a range of settings.
- Students will develop and demonstrate respect and care for others in the school community and in a wider world.
- Students will be supported in becoming valued members of society through their own positive contributions and efforts.

ENTITLEMENT AND EQUAL OPPORTUNITIES

The curriculum is central to fulfilling the school's aims and is designed to be flexible, with particular emphasis on the needs of the individual. All of our students have access to a curriculum appropriate to their needs regardless of ability, physical and medical conditions, creed, colour, gender, sexual orientation or race, and to take into account Human Rights. Students are given access to a curriculum that addresses individual priority needs which are central to students' learning and quality of life. The frequency and means that students gain access to the Post-16 curriculum will vary depending on their needs and their priorities. For some pupils it may be appropriate to take part in the Northamptonshire Post 16 Consortium, enabling them to generalise skills across a range of settings and with a range of unfamiliar peers. Pupils also have the opportunity to take part in College, Day Care and alternative provisions, ready for transition onto further education and/or future placements at the end of their time here at GSSC.

For some students it may be more suitable to follow a personalised curriculum – for example, students with autism may need the consistency offered by the TEACCH approach. Where possible and appropriate, these students will be integrated into the main Post 16 classes for suitable periods of time.

Post 16Curriculum Planning

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Post 16 is a foundation / vocational programme of study. Subjects are within the National Curriculum and Entry Level of accreditation, and therefore is taught as part of the whole school curriculum for pupils across Key Stage 5.

We carry out the curriculum planning in Post 16 in three phases (long-term, medium term and short term). The long term planning provides a termly focus on number whilst ensuring there is even coverage of all other areas of academic subjects throughout the school year. Our Post 16 curriculum is delivered on a two year cycle and accredited schemes of work feed into this through Medium Term planning.

Medium Term planning for Post 16 subjects is completed within Teaching Teams to ensure there can be valid, well-thought-out links made to other subject areas and the creative theme for that term.

Short Term planning is completed by individual teachers to ensure it meets the individual needs of each pupil within the class. This allows teachers to plan for pupil's specific targets and accreditation as appropriate. The class teacher and subject leader can discuss these plans on an informal basis.

Contribution of Academic and Vocational subjects to Teaching in other Curriculum Areas

Where appropriate and possible, subjects are integrate into whole school topics, with teachers capitalising on the many and varied opportunities that a topic presents. This supports the development of students being functional.

Implementation:

- Students' academic subjects will be delivered by means of the Schemes of Work.
- The Schemes of Work have the ECM and PLTS included.
- Schemes of work are linked to accreditation.
- Students will take part in vocational lessons of their choice over a two year programme of study.
- Programmes of study are linked to accreditation.
- Where applicable students will attend off-site learning experiences: Colleges, work placements and consortium opportunities.
- The post-16 Curriculum does not include discrete Science lessons, although elements of previously learned topics will underpin Gardening, Life Skills and other activities for pupils.
- We aim, where possible, to ensure continuity, progression and differentiation through the comprehensive schemes of work and detailed short-term planning. We strive for high standards of achievements. It must be remembered that some pupils' conditions are degenerative and long periods of hospitalisation, changes in medication or frequent seizures or absences may further modify the expected aims.
- Where appropriate, pupils will make use of Information and Communication Technology to gain information and record findings and data. The Clubhouse is used as a resource in the delivery of many of the topics. We will support the use of total communication systems.

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- Pupils can also utilise the school grounds and the area of woodland adjacent to the school building.
- Pupils will be provided with practical experiences where possible. However, safety in our work is vital. Suitable supervision and vigilance will be maintained.

Spiritual, Moral, Social and Cultural Development

All subjects and areas of the curriculum play a key role in pupils' spiritual and moral development, as well as making a distinctive contribution to their social and cultural development.

British Values

Pupils explore the values and attitudes that underpin being British, both in society and the wider world across the school curriculum. This includes developing respect and sensitivity for others whilst celebrating the important days in the history of Britain. This supports the pupils in learning the history of where we have come from and where we are going. This prepares them by giving them a range of views, opinions and beliefs to become valuable citizens.

Accreditation:

AQA units

Asdan Towards Independence

OCR UNITS

Communication:

As a 'Communication School', the focus for all pupils at GSSC is to enable pupils to 'have a voice'. Pupils at GSSC all display varying levels of communication difficulties and access to the curriculum will be provided for all pupils using their own preferred method of communication

Staff Training:

Network meetings with The Northampton Consortium.

Horizones "Keeping Current," termly meetings.

Accredited courses in house and course training by learning providers.

Moderation meetings

Assessment, Recording and Reporting

Assessment procedures will provide information regarding pupils' progress and inform further planning. These will be developed in line with other curriculum areas and form part of a whole school approach to assessment recording and reporting. B-Squared assessments will be completed for each pupil throughout the academic year. All pupils will be assessed within the P-Scales and through National Curriculum Levels at present. Developmental Descriptors are in the process of being developed in conjunction with The Northamptonshire Special Schools and Resources Provision SEN Data Development Group for pupils who are working 'beyond P8'. There are two assessment points in the year – January and June/July.

Accredited work is monitored by internal moderator and submitted to external moderator.

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Pupils who are shown to require additional input are identified and an Action Plan will be written and monitored. This information is shared with parents and careers in the form of a report for the Annual Review and termly reviews of IEPs. Reporting to parents and careers takes place through the Annual Review process, Parent's Evenings and end of year academic Assessment reports.