

# Springhallow Post 16 KS5 Curriculum

## *Pathway to adulthood*

### **Introduction**

Students usually move into the Post 16 in the academic year following their 16th birthday. They continue in the Post 16 until the year they reach 19, when they leave school at the end of the summer term\*. This means that the Post 16 curriculum is designed to give a balanced and varied programme over 3 years.

The curriculum we offer each student is based upon their individual needs as outlined in the Person Centred Plan.

Broadly, we offer the curriculum in four groupings to meet the needs of each learner but also consider social ability as well as academic:

Jupiter - Level 1, 2 & Entry 3

Neptune – Entry 2 & 3 Programme

Saturn – Entry 1 & 2 Programme

Mercury - Pre Entry & Entry 1 Programme

Student timetables will reflect their personal needs and abilities with opportunities throughout the week to mix with a variety of students in a wide range of situations.

*\*Unless exceptional circumstances that a student is placed at the age of 17, whereby such students would revert to Year 12 instead of year 13.*

## Teaching Classes

### Jupiter

The approach in this group is an emphasis on developing communication and interaction skills across the curriculum as well as preparing them for society and a work place environment. They will study Maths, English and ICT as their core subjects as well as other vocational based areas such as cooking, Art and Life skills (refer to page 5). They will be working at a higher level that will support their academic needs but in a more directed and challenging manner than the other models. They will spend a minimum of one day focusing on their employability skills.

### Neptune

The approach in this group is an emphasis on developing communication and interaction skills across the curriculum at Entry level. There is a particular focus on developing students' initiation skills. They will study Maths, English and ICT as core subjects as well as vocational based sessions such as Cooking, Life skills etc. There will be a focus on Employability and striving to support students to reach a potential in the workplace.

### Saturn & Mercury

The approach in these groups are to develop independence in a functional curriculum, which focuses on core skills being applied in a practical way within the community. This curriculum delivered benefits from a high staffing ratio and a highly individualised timetable to accommodate their needs.

We have tailored these group's timetables to meet the needs of the individuals within them. However we may vary individual timetables for a student even within those groups so they are not always being taught within their Classes and may work individually some of the time or with another group some of the time (according to the needs of the student).

Across all four Classes, all students are given opportunities to experience the workplace over the three years at Post 16 in line with their ability and interests. As the Wolf report writes '*Improving the quality of further education and skills training*' (Department for Education and Department for Business, Innovation & Skills, 3 March 2011) states '*Our society believes in equality of opportunity for all its citizens. That means equipping young people for a world in which their education makes a critical difference to their future lives.*' The report comments later '*Helping young people to obtain genuine work experience – and, therefore, what the CBI calls 'employability skills' – should be one of the highest priorities for 16-18 education policy in the next few years.*' We will also be working along the Good career guidance of the Gatsby 8 key benchmark tools.

We aim to provide all our students with a work experience placement over the three year period; some more time than others as this will depend on their abilities and levels of independence and how well they respond in each placement. There will be a more focus with employability with students working in Jupiter and Neptune as they are likely to have a fuller understanding and awareness of this role that plays in society. Saturn and Mercury students will be offered more of a supported opportunity, likely in a group participation role.

Our interpretation of employability skills is skills that will help the students in life beyond school. Some of the students will be able to gain some form of employment but all will need broader skills emphasising independence and choice making whether they gain employment or not.

The Post 16 provision of Springhallow is located off site at:  
**Redwood College, 485 Greenford Road, Greenford UB6 8SR**

## Philosophy

At Post 16, we believe that young people with Autism should, as far as possible and as appropriate to their needs, be entitled to the same range of opportunities as their equals.

“Children and young people who have a special educational need or disability deserve the same life chances as every other child.”

*Draft legislation on Reform of provision for children and young people with Special Educational Needs September 2012*

According to the SEN Code of Practice, January 2015:

‘[Colleges] should be ambitious for young people with SEN, whatever their needs and whatever their level of study. They should focus on supporting young people so they can progress and reach positive destinations in adult life’

‘[Schools and colleges] should raise the career aspirations of their SEN students and broaden their employment horizons. They should use a wide range of imaginative approaches, such as taster opportunities, work experience, mentoring, exploring entrepreneurial options, role models and inspiring speakers.’

Therefore as a Post 16 provider, we aim to provide an environment that will assist the young people in their transition to adulthood.

“Our goal is for disabled young people and young people with SEN to have the best opportunities and support so that as far as possible they can succeed in education and their careers, live as independently and healthily as they are able to and be active members of their communities.”

We recognise the major goals of this transition as being part of the 4 main elements set out in the OECD/CERI study:

- 1) Employment, useful work and valued activity.
- 2) Personal autonomy, independent living and adult status.
- 3) Social interaction, community participation, leisure and recreation.
- 4) Adult roles within the family.

The Dearing Report (1997) also emphasises "education is about developing the talents, abilities and faculties of young people. It is about developing them as human beings...preparing them for citizenship...as well as the world of work."

### ***Saturn & Mercury***

The focus with Saturn and Mercury students will be to increase their levels of independence and self-ability within their day-to-day life and community presence. Therefore, by using John O'Brian's model (1995) of the five accomplishments this provides a framework for assessing ideas about the future. Increasing opportunities in these five areas of life is clearly the intended outcome of the Education Health and Care plan, he states.

He recommends that students with SEN should focus on 5 key areas which move towards daily experiences:

- ❖ COMMUNITY PRESENCE: How can we increase the presence of a person in local community life?
- ❖ COMMUNITY PARTICIPATION: How can we expand and deepen people's relationships?
- ❖ ENCOURAGING VALUED SOCIAL ROLES: How can we enhance the reputation people have and increase the number of valued ways people can contribute?
- ❖ PROMOTING CHOICE: How can we help people have more control and choice in life?
- ❖ SUPPORTING CONTRIBUTION: How can we assist people to develop more competencies

The final years of school are only the first stage in any transition. We recognise the need to work closely with parents, other professionals (especially the Transition Team from Key stage 4), local businesses, community groups and providers of school provision in order to create an integrated approach that will result in long-term benefits for the young people involved. Our aspiration is to treat each student as young adults. They are provided with a range of activities and experiences suited their age and adapted to suit individual needs as necessary. Students are encouraged to question, challenge, disagree, take risks, be assertive, make their own choices/decisions and deal with the consequences.

Staff in the Post 16 will use language, resources and equipment appropriate to the students' age as far as possible and endeavour to create displays to reflect their emerging adult status. Where appropriated, staff will implement communication strategies such as **Makaton** and use teaching strategies such as **TEACHH®** and **SCERTS®** in the classroom to support the students with Autism. Students are entitled to their privacy and dignity appropriate to their age. Our aim is for students, where appropriate, to spend at least 50% of their time accessing off site learning opportunities, however this maybe different according to each Class and focus.

The Post 16 aims to provide students with the opportunities to:

**Build on** and generalise previously acquired skills.

**Develop** the skills, knowledge and understanding necessary for independent living.

**Facilitate** the transition to life beyond school and adult status.

**Begin to develop** an individual adult identity and develop self-advocacy skills.

**Work towards and gain** recognised awards and qualifications through external bodies.

The students are offered a variety of activities within the various areas of the curriculum to enable them to make real choices about future activities drawing on their memories of those activities while at school. However, the common thread of the student's EHCP targets and the Key skills provide a consistent focus in all areas of work.

The areas of the Post 16 curriculum include, but aren't solely restricted to, the following:

### **Environment**

Climate, weather, conservation, recycling, gardening, use of and caring for the environment

### **Community**

Food shopping, travel training, people in the community, fundraising/ charity work, visiting and using various venues e.g. places of worship, shopping centres, sports facilities

### **Life Beyond School (Careers)**

Health and safety, jobs, Preparation for Work, Interview skills, CV Development, Developing an awareness of why we work, Experience, mini enterprise, work experience in and outside school. We are part of Ealing SEND Hub so work closely with employers and BEE (Business Education Events) to run pilot career related opportunities (eg NHS, HS2, Digital arts, retail etc)

### **Independent Living**

Food technology, budgeting, healthy eating, nutrition, health and safety (including hygiene), self-care and home care skills

### **PE**

Swimming/hydrotherapy, walking, bowling, tennis, fitness gym, athletics, football, racquet sports as examples

### **Creative and Expressive Arts**

Dance, Drama, Music, Art, Technology

### **PSHE**

RSE, self-care, washing, dressing, citizenship, human rights, Bullying

## **Key Skills**

Although we recognise that there are no performance criteria for key skills below Entry 3 it is nevertheless useful for our students to analyse their own performance and the performance of others in terms of the key skills.

Key Skills are targeted throughout all areas of the Post 16 curriculum. Using the outcomes from the Spectrum star™ which is specifically for students with Autism the key skills to help focus on are:

- Physical health
- Living skills and self-care
- Well-being and self esteem
- Sensory differences
- Communication
- Social skills
- Relationships
- Socially responsible behaviour
- Time and activities

We feel that key skills are an appropriate means of encouraging the students to develop the functional English, Maths, ICT and Social skills necessary for later adult life. Each curriculum course outline identifies potential targeting of all the key skills with specific emphasis on functional use in relevant contexts.

## **Equal Opportunities**

All work carried out at Springhallow Post 16 will be in line with the same Equal Opportunities Policy as the Springhallow School, in particular;

- That all students should have equal access to learning opportunities, activities, resources and experiences regardless of race, language, religion, culture, disability, gender, sexual orientation or class.
- That resources, activities, opportunities and experiences should reflect all of the above, avoiding any stereotyping of any group and as much as possible.