

Post 16 Education Policy

Version Number: 2.1

November 2017

Author: S. Unwin



1.0 Purpose

The primary focus of Post-16 Education at the school is to prepare learners for transition into post-school providers and develop the skills for living and working independently in modern day Britain. The Post-16 Education curriculum comprises solely of Level 2 qualifications and is designed to give a balanced and varied programme, predominantly over one year, with a two-year option for those learners with extenuating circumstances. The curriculum is effectively an extended opportunity for learners to complete their Key Stage 4 education.

The curriculum offered to each learner is based upon their individual needs as outlined in their Education Health Care Plan (EHCP). Their individual timetables reflect their personal needs and abilities with opportunities throughout the week to mix with a variety of people in a wide range of situations.

2.0 Scope

The aims of Post-16 Education at Hardwick House School are broadly the same as those of the lower school:

- 1.** To create a caring environment where learners enjoy a happy and rewarding experience.
- 2.** To value all learners equally and educate each learner to his or her maximum potential. This includes supporting each individual in their strategies for coping with the barriers resulting from their ASD diagnosis.
- 3.** To offer learners a curriculum that is broad, balanced and relevant to their needs and those of society, developing the skills required for an independent adulthood, further and/or higher education and the world of work
- 4.** To foster excellence in both academic study and personal standards, showing courtesy to others at all times.
- 5.** To continuously reassess the aims and objectives of the school with a view to a constant refinement and improvement of the quality of education provided.
- 6.** To create opportunities for learners to take part in school service in order to help others and give back to the school community.

3.0 Relevant Philosophy

The philosophy of Hardwick House School is to put the needs of its learners first and believe it is the right that learners be treated with dignity and respect, just like any other children. The teaching approach is learner-centered and, although access to the National Curriculum is in place, we believe its principal focus should be on the special learning difficulties associated with autism.

In Post 16 Education, we believe that young people with Autistic Spectrum disorders should, as far as possible and as appropriate to their needs, be entitled to the same range of opportunities as their contemporaries.

"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

The Post 16 Education provision seeks to provide an environment that will assist the young people in their transition to adulthood and shares the goal outlined in 'Support

and aspiration: A new approach to special educational needs and disability. A consultation' March 2011 Department for Education:

"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 (1996) 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."

The final years of school are only the first stage in any transition. Hardwick House School recognises the need to work closely with parents, other professionals, local businesses, community groups and providers of post school education provision in order to create an integrated approach that will result in long-term benefits for the young people involved.

The Post-16 learners are treated as young adults and are expected to behave accordingly. They are provided with a range of activities and experiences suited their age and adapted to suit individual needs as necessary. Learners are encouraged to question, challenge, disagree, take risks, be assertive, make their own choices/decisions and deal with the consequences. Learners are accorded the privacy and dignity appropriate to their age. Our aim is for all Post-16 learners, where appropriate, to spend some of their time accessing off site learning opportunities and / or work placements.

4.0 The Policy

4.1 Joining Post-16 Education at Hardwick House School

The Post-16 Education provision at Hardwick House is a Level 2 provision and effectively an extended Key Stage 4 opportunity. Hardwick House School recognises that learners with an autism diagnosis experience significant barriers to their learners that sometimes results in a delay in completion of a traditional mainstream Key Stage 4 programme.

The learners entering Post-16 Education at Hardwick House School join from either Year 11 within the school or via Local Authorities. Local Authorities request placement via placement panels. The School Directors make decisions about the appropriateness of a young person from the information received from the Local Authority, the EHCP, Autism Outreach team and knowledge of the learner gathered through school and family visits. They will meet the young person and their family to decide on the package required.

4.2 The School Day

The school day is planned to be slightly shorter than mainstream schools avoiding times of the day that could be busy and stressful. The schools start and finish times are:

Monday-Thursday

Registration/Breakfast

9:00 – 9.30am

Morning Sessions	9:30 – 12:45pm
Lunchtime	12:45 – 1:30pm
Afternoon Sessions	1:30 – 3:00pm

Friday

Registration / Breakfast	9:00- 9:15am
Morning Session	9:15 - 12:30pm
Lunchtime	12:45 to 1:00pm
Afternoon Enrichment	1:00 - 2:00pm

4.3 The Curriculum

The curriculum offered in Hardwick House Post 16 Education is highly personalised to each of our young people, to help prepare them for adult life. Their individual timetables are linked to their key skills, and we place each learner in a small, compatible tutor group of between three and six young people.

Post 16 learners are offered a variety of activities within the various areas of the curriculum to enable them to make real choices about future activities. However, the common thread of the learner's Personal Education Plan 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 Level 2 courses:

- **English, Maths and Biology GCSE**

Learners who did not achieve a GCSE grade C in English Language, English Literature, mathematics or science will be required to re-sit in Post 16. The school currently follows WJEC specifications for English Language and Literature, Edexcel for mathematics and OCR for Science GCSE's. In 2016, both biology and physics GCSE will be available.

- **Core PE**

Learners in Post 16 Education at Hardwick House School are encouraged to stay healthy, and the school aims to foster an interest in physical activity that will hopefully stay with them beyond school. All learners have a minimum of one hour per week of PE and a number of activities are offered according to learner interest. Activity options that are currently offered include; football, basketball, rock climbing, snooker and horse riding.

- **Option Choice**

Post 16 learners all follow a subject of their choice. Current options include WJEC GCSE Hospitality, Edexcel GCSE PE, BTEC Level 1/2 Construction and BTEC Level 2 Animal Care.

- **Level 2 ICT**

Learners work towards the Level 2 European Computer Driver License.

- **Art and Design**

Learners have the opportunity to participate in a recreational programme of Art and Design.

- **PSHCEE, Travel Training and Life Skills**

All learners in Post-16 Education at Hardwick House School follow a PSHCEE programme that aims to prepare the young people for independent adulthood within modern day Britain. Learners have one timetabled learning session per week of discrete PSHCEE, and the units of work have been developed to take account of their age, interests and motivation. In addition, Post-16 learners participate in a broad programme that supports and prepares them for living a successful, healthy and independent life. This includes; travel training; voluntary/charity work; visiting and using various venues e.g. theatres, libraries restaurants, shopping centres and

sports facilities. Learners are also supported with Careers, Information, Education, Advice and Guidance; Work Experience where appropriate; cooking; budgeting; and home care skills.

- **Level 1 or 2 courses in local FE colleges**

Where appropriate, learners are able to attend courses at local FE colleges supported by staff from Hardwick House School.

4.4 Curriculum Enrichment

All learners at Hardwick House School have access to many curriculum enriching activities. These activities are offered at regular intervals throughout the term as appropriate and also as a regular weekly timetabled activity on a Friday afternoon. Enrichment activities include additional sporting activities such as rock climbing and roller skating, along with additional opportunities for work placements, cooking and development of independent learning skills. Learners choose an enrichment activity for each half-term of the year.

4.5 Taking account of the Individual

Prior to admitting all learners, including those in Post-16 education, the school has informative discussions with the learner, their family, and where appropriate, their prior school and key worker from the Autism Outreach team. At this point, the child's Education and Health Care Plan (EHCP) and One-Page Profile are also reviewed and the aptitudes, needs and interests of the learner are ascertained. For Post-16 learners, this meeting also includes discussion regarding the curriculum needs for the individual, taking into account any previous examination outcomes and future aspirations and career plans. At this meeting, learners are asked for their Option Subject choice. The option subjects are reviewed regularly according to learner interest and staffing availability.

Upon admission to the school, prior academic attainment data is obtained via past school records and the DfE's Key to Success secure website. This data is circulated to teaching staff to aid planning. It is acknowledged that learners coming into Hardwick House School's Post-16 Education often have significant gaps and periods of missing education. As a result of this, target setting solely on the results of the Key Stage 2 SAT tests is not a reliable measure and therefore the learners undergo a series of baseline assessments within their first half term in the school to ascertain their current level. These assessments are spread throughout the first half term to minimize anxieties; the Post-16 learners who are new to the school have usually been out of education for in excess of a year, and often several years; to have their first few days at the school dominated by assessment is contrary to their needs driven by their ASD diagnosis. In addition to baseline testing for academic subjects, learners are also assessed for any social, emotional and behavioral issues through a Boxall Profile and for communication needs through the Children's Communication Checklist Version 2, completed by the Speech and Language Therapist.

All learners within the school, including those in Post-16 Education have an Autism Education Trust (AET) Progression Framework. The Progression Framework does not replace other specialist assessments that may accompany specific approaches or interventions that might be used with learners on the autism spectrum. Nor does it replace National Curriculum academic progress information. The content aims to address the skills and understanding that learners may find difficult as a consequence of their autism but also to recognise and build on the learners' strengths and interests and to improve their overall well-being. The AET Progression Framework also aims to alert

practitioners to the fact that additional support may be needed in these areas. The Progression Framework is updated for each learner on a termly basis.

Information gathered through these assessments are collated into an individual Learner Profile that is circulated to staff. This includes suggested teaching strategies and approaches so as to aid staff in their strategic planning to meet individuals identified needs, aptitudes and interests. In addition to the Learner Profile, staff use common formats to write yearly Course Overviews, termly Medium Term Plans and individual Lesson Plans. The Medium Term Plan and Lesson Plan format ensure that learner's individual needs, aptitudes, prior attainments and interests are taken into account and that activities, resources and support are put in place to allow each learner to make the progress that they are capable of. Throughout the academic year, planning is adapted on a regular basis to take into account the individual and whole group needs of the learners.

4.6 Monitoring and Assessment

At Hardwick House School we assess all learners regularly, plan the approaches and strategies that will work best for them, and then deliver them and monitor progress. We are systematic and thorough, and above all, we work in partnership with parents and other agencies to create the best education for them as an individual.

We regularly assess pupils and monitor their progress closely, contacting parents when appropriate.

- October - Monitor progress of pupils in all subjects October – Parents' Evening
- December – mocks and tests given to learners
- Late December – interim report
- February – annual reports to parents
- March – interim report
- May/June – external exams in all subjects

Each time progress is monitored it is discussed with learners, mentors and parents.

4.7 Transition: Preparation for Adulthood

At Hardwick House School, we want our young people to have equal life chances as they move into adulthood and that they are prepared for further study, paid employment, and independent living. In addition, we want all our young people to be prepared for life in modern day Britain and be valued members of their community and have successful friends and relationships. To aid in this, all Post 16 learners have a structured and individualized programme of transition:

- Learners are supported into local colleges of further education. This is done in several ways;
 - learners can regularly attend a college course with the support of Hardwick House staff. An example is a learner who is studying Level 2 Animal Care at Brooksby Melton College for 1 afternoon per week.
 - Learners are taken to college open days and visits by Hardwick House School staff so that they can experience college during a working day.
- Key staff at Hardwick House School attend the Leicestershire SEN transitions event which includes all local colleges of further education. Staff meet with the local colleges to discuss the specific needs of each individual learner.
- Work placements are available to all Post-16 learners. The needs of the individual are considered when planning work placements; placements can be on a weekly basis such as one afternoon per week, or in a block.

4.8 Privileges of being part of the Hardwick House Post-16

Post 16 learners have much more freedom and experience privileges. Unlike other learners in the school, Post-16 learners do not always have a full timetable of lessons. Study facilities, supervised by members of staff are provided and we support learners to develop their independent learning skills. As the senior learners in the school, the Post-16 learners have access to their own learning area where they can meet and socialise at break-times, as well as study during lesson time. This area has facilities to make drinks and also has separate toilet facilities. With this freedom comes responsibility and we expect our Post 16 learners to be 'role models' for younger pupils

and for high standards to be upheld - respect, courtesy, punctuality, attendance, general behavior.

4.9 Equal Opportunities

All work carried out in Post 16 Education seeks to comply fully with the Hardwick House School Equal Opportunities Policy, in particular:

- That all learners 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 the above and avoid stereotyping of any group and as much as possible.

5.0 Related Documentation

- Post 16 Behaviour Policy
- Post 16 Anti-Bullying Policy
- Equal Opportunities Policy

