

## Welcome to Post 16 @Highfield School

Entering the Post-16 Centre is the exciting culmination of the secondary provision at Highfield School. It operates as a separate entity from the rest of the school and offers a range of different courses and opportunities for each individual student. The curriculum is tailored to meet individual needs; it is personalised, negotiable and developmentally appropriate. It is designed to support students in their learning, provide interesting and exciting options and above all to prepare for the opportunities, responsibilities and experiences of adult life.

Our curriculum really has to 'fit' with the needs and aspirations of our individual Post 16 population. It has to be interesting, stimulating and motivating. It needs to be forward thinking and contemporary whilst underpinning the traditional modes of a sound education. There has to be a balance for the student in terms of what is on offer daily and week by week; a combination of perhaps more formal literacy/numeracy aspects with more relaxed leisure options. Each and every lesson needs to offer relevant outcomes based on the Outcomes set out in the young person's EHCP and individual student's interests and aspirations.

In Post 16 student progress is measured by both accredited (qualifications) and non-accredited methods. We use a system to set and monitor non accredited outcomes. These non-accredited outcomes are specific to the individual student's educational priorities and can be based around any aspect of the curriculum i.e. literacy, numeracy, life skills, social and emotional or vocational. The system is based on the established Recognising and Recording Progress and Achievement or RARPA process.

### **Post 16 Pathways**

- **Pre-internship programme** – Students who are aiming to get onto the ProjectSEARCH programme
- **Skills for Working life and Independent living** – Students will follow a 2-3 year programme with a clear Post 19 exit or on to the Pre-internship for Year 13/14
- **Personal Progress and independent life skills** – Complex needs students will follow a 3 year programme working towards EHCP & PfA outcomes, Accredited independent living skills and personalised units from the City and Guilds Personal Progress Course

**Preparation for Adulthood (PfA)** – runs throughout all the courses.

Preparation for Adulthood is about taking steps so children and young people with special educational needs and/or disability (SEND) -

- can enjoy independent living as adults as fully as possible
- can achieve as much as possible

Preparing for Adulthood includes preparing for

- higher education and/or employment, including self-employment
- independent living, including supported living
- participation in wider society
- living as healthily as possible as an adult



### **Pre-internship programme**

Throughout this course all students will work towards the CERTA Skills for Further Learning and Employment (E3), this includes Accessing Public Transport, Skills for Employability and Food storage and Safety.

Students will also continue to work through Functional English and Maths at the level that they are currently at, including Level 1 if students have the ability to do so.

All students will also work through the Preparation for Adulthood strands.

Employability skills both in school and out in the community are a big part of the course

Travel training and familiarisation to Pinderfields starts in October, and will continue through until Spring Bank.

### **Skills for Working life and Independent living**

Through this course students will complete the CERTA units in Health and Fitness, Make a simple meal, Personal Hygiene and Looking after clothes. These units will provide the essential independent skills needed in Adulthood

Functional Numeracy and Literacy will lead into the Functional skills and everyday living skills. Students will take the functional skills tests in English and Maths when they are at the level to do so.

Students will also experience work experience both in school and out in the community.

Weekly Social and communication skills sessions to help the students prepare for situations out in the community.

Students will also have factored into the curriculum time to expressively meet EHCP outcomes

Students will also access the City and Guilds Skills for working life where they can decide on different options from the course.

### **Personal Progress and independent life skills**

The main objective of this course is to provide the students with the independent skills to allow them to be as independent as possible within the adult setting that they will be in. They will cover the CERTA Make a simple meal, Health and Fitness, Personal Hygiene.

The students will work through a personalised group of units from the City and Guilds Personal Progress units. The Entry Level 1 Qualifications in Personal Progress are designed to be wide ranging qualifications that allow learners working at Entry 1 or below to develop their skills in a number of different areas and is designed to support learners to participate as citizens within the community. These qualifications cover areas such as communication, reading and writing, mathematics, developing skills for independent living, developing skills for the workplace, or engaging with the world around you. Providers will be able to select a package of units appropriate to the needs of the individual learner. Learners will be able to develop knowledge and/or skills to operate independently and effectively in life, learning and work.



### **Physical Education, Health and Fitness and Healthy living**

All students are encouraged to take part in fitness and PE sessions and establish healthy active lifestyles.

Students work towards the CERTA health and fitness unit Entry levels 1-3, progressing through the levels through Post 16. Students are encouraged and learn how to maintain healthy lifestyles, benefits of physical activity and healthy eating. How to independently plan for a balance life style, making informed choices, and develop skills to make their own choices about food, understanding of what might influence their choices.

### **PSHE**

PHSE is delivered through the curriculum, PfA strands and through the Social, emotional, communication aspects of learning. It is important to us not just to teach students about the various issues, but vital that the students have the opportunity to explore their attitudes, values and beliefs and to develop the skills, language and strategies to manage these issues as they encounter them.

- Health and Wellbeing
  - Health and fitness sessions
  - Making a simple meal
  - Shop Cook and Eat
  - SEAL – Talkabout and Circle times
  - Assemblies on a Monday – celebrating the success of the students
- Relationships
  - School nurses came into school deliver the relationship aspect
  - SEAL – Talkabout and Circle time
  - Work through the curriculum, PfA and every day experiences
- Living in the Wider World
  - Visits out in to the community, shopping, travel training, visits to the library and Pinderfields hospital
  - Weekly assemblies Friday – themed in line with National days, weeks and events or issues encountered during the week



Amanda J Sheppard  
Head of Post 16

