



# Curriculum Policy

## Post 16

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**Staff Responsible:** Jamie Lovett

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**Approved by:** Jo Baker

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# **Ripplevale School**

## **Post 16 Curriculum Policy**

**‘Ripplevale School provides a caring, learning environment where our boys make meaningful progress, relative to their individual starting points. Our aim is to encourage them to develop appropriate personal, social and employable skills enabling them to become confident, independent and aspiring young people.’**

### **Curriculum Aims**

Our aim is for every one of our pupils to leave Ripplevale School as independent and socially competent adults. We want them to be healthy, able to access employment, gain job satisfaction, learn new skills, and to be eager to continue learning. As well as continued learning and the opportunity to gain further academic and vocational qualifications, we teach students many life skills such as independent travel thus helping them gain the confidence to move forward into adult life.

Post 16 provides a bespoke curriculum tailored to students' individual needs. The facility provides a transition between School, Further Education - College, apprenticeships and work experience.

We address this through the following foci:

- Learning reflects students' outcomes as specified in their Education, Health and Care Plan. For some students this means that they have a highly personalised timetable to address very specific needs.
- A range of interventions are available to address these needs including: Speech and Language Therapy, Occupational Therapy, Sensory Circuits, Numeracy and Literacy intervention, Lego Therapy, Visual Perception, Mindfulness, Emotional Regulation and Emotional Freedom Technique.
- For all students, there is a clear focus on increasing independence and giving students a range of experiences to inform their progression towards adulthood, and prepare and equip them with the strategies to cope with the world outside of home and school.
- On-going support and liaison with college we work towards enabling students to become independent in FE
- Students are taught in a self contained area to enable the development of an adult ethos around rights and corresponding responsibility.
- Students are taught in small groups.

### **Selection procedure**

- Discussion with students and parent contact about curriculum and life skills needs.
- Selection of vocational courses run at Ripplevale school through student and parent selection and school perception of needs.
- Independent Advice and guidance (CXK) Given to students from KS3 upwards.

- Transition for year 11 includes a two week period in July where students can experience the selection of vocational courses and become familiar with the provisions environment and staff.
- Transition to college includes tours for all post 16 students at regular intervals throughout the year, Once students have identified courses or areas of interest then curriculum meetings and taster days are arranged and supported by school staff.
- Further meetings are arranged with college liaisons to discuss support needs.
- Attendance in 6<sup>th</sup> form is by invitation and is not guaranteed for all pupils, some of whom may not require the additional levels of support offered.

## **Curriculum**

- Post 16 students work towards externally accredited courses as well as accessing vocational education. The post 16 curriculum is individualised to meet students' needs, interests and aspirations.
- All students who have not achieved grade 4 in Maths or English are expected to undertake directed study time to enable appropriate retakes of GCSE exams, functional skills exams or stepping stone programmes such as entry level certificates..
- Additional life skills which are delivered within the curriculum include cookery, household DIY skills, financial awareness, travel training, enterprise, and mentoring younger pupils. These areas are built into the timetable in varying degrees for each student, depending on their vocational course specific needs.
- The additional range of curriculum areas covered includes Travel training, PSHE, Careers programmes including work experience, relationship education and opportunities for physical education sessions each week.
- We offer additional GCSE or other qualifications aimed at supporting future FE places for those students that have achieved a pass grade in English and Mathematics GCSE's, these include; Higher GCSE Mathematics, GCSE English Literature, GCSE Statistics and GCSE Physical Education.

## **College Links**

Close links are maintained with ASD support at the local college. Tours of various campuses are scheduled throughout the academic year. Once students have identified a subject area of interest or chosen campus curriculum meetings are arranged with college staff. Taster sessions are then arranged and support by the school where students can attend college and sample subjects, staff, support and the overall college environment. Arrangements are made in discussion with parents/carers, student and college staff when applications are made for college courses on leaving Ripplevale post 16.

## **Work experience and careers guidance.**

All post-16 students have access to independent advice and guidance through CXK and at least one work placement during their time in the 6<sup>th</sup> form. Some vocational courses offer work experiences opportunities weekly as part of the course.

Careers programmes are run in school and fall over 6 full careers days across the year in addition to CXK and work experience. Careers programmes are linked to Unifrog software and education programmes and are made accessible to parents and students

at home for them to explore apprenticeship opportunities, further education options and complete set actions. Activity can be tracked by tutors and feedback given online.

**Statement objectives**

All students education health care plans are scrutinised and social and behavioural areas addressed through curriculum activities for each student.