

Post 16 Courses



When students move into Post 16 we see transition in their learning journey from the New Siblands Pathways, which involves students working towards one of **three courses**. These courses are designed to run for a three- year cycle and each course has the flexibility for high levels of differentiation, adaptation and personalisation to ensure that EVERY student has the opportunity to progress and achieve.

The course definitions are driven by outcomes – as well as routes into Post 19 settings - and these definitions are only intended to work as a best fit model. We completely appreciate that many students will have a 'spiky' profile – with areas of the curriculum which may be individual strengths or challenges for them - and it may be appropriate for them to experience elements of more than one course. The way the courses are designed means that there is a lot of overlap between them, which allows for personalised curriculum opportunities and flexible working.

Identifying the correct course for each student

During a student's first term in Post 16 the teaching and learning team will assess them, to develop an understanding of their unique, individual curriculum needs and goals. This initial assessment period - along with hand-over information from their previous teachers or any involved professionals and conversations with students and their families, as appropriate - will enable staff to reach a decision as to which course they feel is the 'best fit' for each individual student. For students being admitted from other settings into our Post 16, this will include information form and discussion with staff in that student's prior setting, as well as any relevant professionals. During the first Student Progress Meeting with parents or carers, in the Autumn term, we will conduct a consultation with parents as to which course is most appropriate. At no point over a student's three years in Post 16 is their place on a course fixed - students may move between courses as they progress and develop. This would be planned to occur at assessment points mapped throughout the year and these decisions would always be communicated to and agreed with parents or carers.

A summary of each if the three courses is provided below.

Towards Community Participation Course

Students on this course are likely to have our most complex learning and communication needs, which may also be co-present with complex health needs.

Students on this course will focus on developing their communication and interaction skills, with the intention to enable them to leave us after three years able to confidently and safely access and participate in their communities. *Towards Community Participation* is not planned to have a focus on formalised external qualifications for students who are following this course. However, their work, progress and achievements will be accredited through internal accreditation (Progression to Adulthood Diplomas) as well as external accreditation through the AQA Unit Award Scheme.

Predominately, students transferring from New Siblands secondary who undertake this course will have spent most or all of their learning at New Siblands following the Belonging Pathway, but this will not be the case for every student.

Broadly speaking students will follow this course in one of two ways:

- Towards Community Participation Sensory
- Towards Community Participation Semi Formal

The course objectives are identical but the two sub groups reflect that the learning styles of students on this course can be very different and they require different approaches.

It is likely that students on this course will transition into a Social Care provision or a highly specialised setting on leaving New Siblands.

Towards Independence

Students on this course will focus on developing their independence in a range of contexts, with a view of preparing them for their adult lives. The focus of this course is to develop meaningful and relevant life-skills, alongside developing the required functional Maths and English knowledge required to have effective independence in adulthood. Students will have the opportunity to work towards external Entry Level Certificates in Maths, English and ICT, where appropriate, as well as our internally accredited Progression to Adulthood Diplomas. In addition to this, students on this course will also work towards CV-enhancing vocational qualifications such as relevant *First Aid* and *Health and Safety*.

Predominately, students transferring from New Siblands secondary who undertake this course will have spent most or all of their learning at New Siblands following the Achievement Pathway, but this will not be the case for every student.

It is likely that students on this course will transition into further education where the emphasis is the continued development of life-skills and independence. There is also an option that students may choose not to continue in an educational setting and instead transition into a Social Care provision.

Towards Employment

Students on this course will focus on developing their readiness for employment. Therefore, the focus of this course is the development of employment skills as well as exposure to different experiences of work. As well as the practical skills associated with employment, students will also focus on developing their academic skills – they will work towards Entry Level Certificates and, where appropriate, Level 1 Certificates in Maths, English and ICT. In addition to these externally accredited qualifications, students will also work towards our internally accredited Progression to Adulthood Diplomas as well CV-enhancing vocational qualifications such as *First Aid* and *Health and Safety*.

While there is a strong emphasis on developing employment skills there is also an understanding that knowledge relating to meaningful life skills and independence are also vitally important and taught as part of this course.

Predominately, students transferring from New Siblands secondary who undertake this course will have spent most or all of their learning at New Siblands following the Celebration Pathway, but this will not be the case for every student.

It is likely that students on this course will leave New Siblands at the end of Post 16 and transition into further education settings where there may be an emphasis on some specific area of learning e.g. Maths or Childhood Studies. There is also an option that students will transition into more vocational pathways such as supported internships or apprenticeships.