

Post 16

Intention- What we want to achieve and why we do what we do

The Post 16 department aims to promote life skills and independent living skills for adulthood. Post 16 aims to offer a variety of experiences to all the students to foster interests, become confident in the community and make choices for transition. They experience community visits, sporting opportunities and residential experiences. The Post 16 department aims to prepare students and their family for transition from education to adulthood.

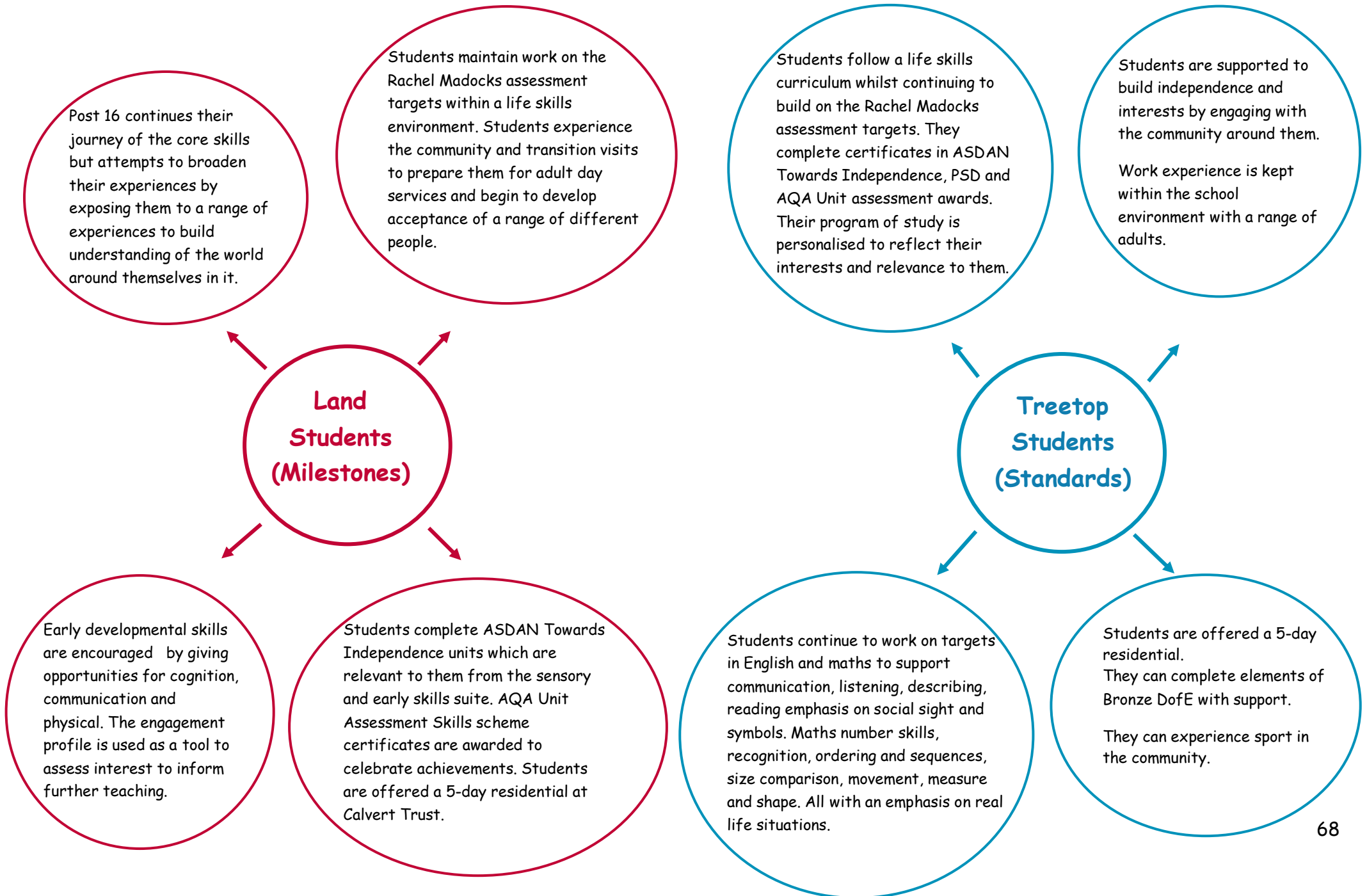
Implementation - How do we achieve this through our learning and curriculum and how we do it

Students take part in a weekly timetable that includes literacy and numeracy, food technology, mini enterprise, sport and leisure, PSHE, World Culture, British values, careers and independent life skills. All sessions are delivered at appropriate levels according to students' pathway. The Post 16 cohort have opportunities to engage in inter-schools' sporting activities where they are encouraged to meet new people, drawing on their communication skills, as well as demonstrate sportsmanship and skills gained within the activity. They also get to experience instruction by external leaders for a variety of sports including, The Peter Ashley Centre for indoor climbing, shooting and archery, Lakeside North Harbour to kayak in Katakonus. Continuing the adventurous theme, there is an annual 5-day residential trip to Calshot Activities Centre where students take part in the big swing, ringos and many more. The Post 16 department use the local Day Service facilities such as community cafes, keep-fit, and football pitches. Students are able to take part in The Duke of Edinburgh scheme achieving a bronze award at the end. The department shares resources and links to holistic therapies from the main school such as ELSA, PAT dogs, SALT, physiotherapy, hydrotherapy, Reiki, music and drama therapy. The Post 16 department recognises the wide variety within its students tailoring and differentiating learning to encompass a range of teaching approaches/strategies such as: Phonics, Rainbow Road, Waldon, Intensive Interaction, Makaton, Senesology, Attention Autism strategies, massage stories, hydrotherapy, MOVE, sensory integration, TEACCH. Information is taught about careers and further education to allow students and their families to make informed decisions about the future. They also have the ability to take on virtual and real-life work experience.

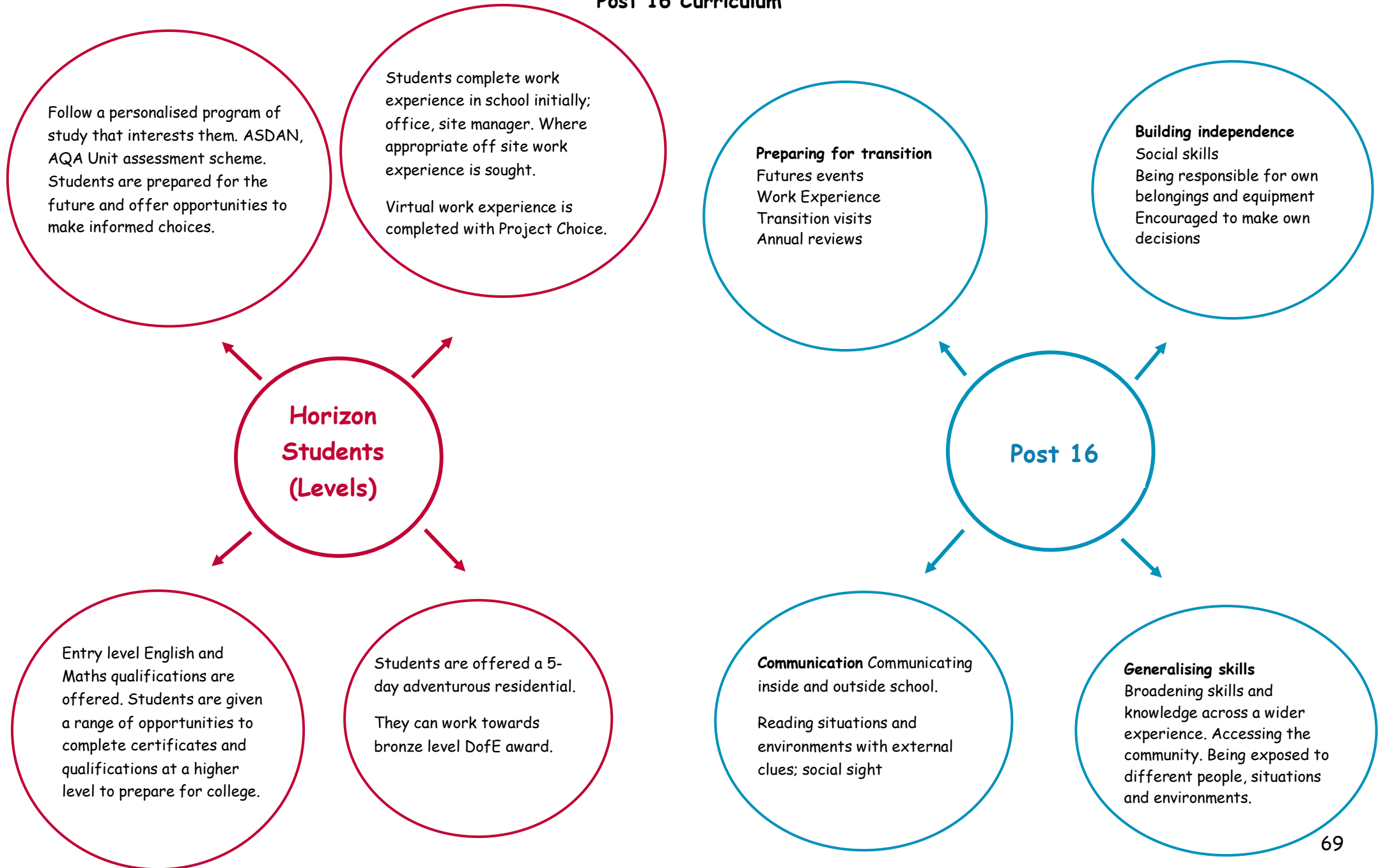
Impact - What can we achieve through this and what is the end result

Students will build skills towards transition at the end of Post 16 having been exposed to a broad range of activities, experiences and opportunities which prepares them for the wider world. Students have developed independent life skills and are able to communicate their wants, needs, likes and dislikes. Students can make choices about the community facilities they would like to attend in adulthood. Students are confident in unfamiliar surroundings and their community. Students are prepared for transition to adults. Parents and carers feel confident to transition from a school environment.

Post 16 Curriculum



Post 16 Curriculum



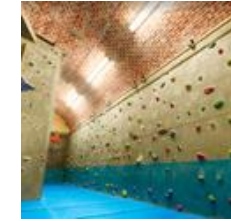
How Does Post 16 Link to Other Areas

Topic

Post 16 is focused on skills for the future. Topics within the department have a strong emphasis around the importance of independence as well as self-help/independent living skills.



Theme Days



The vehicles, or lessons, that drive this are the wider world (foreign and cultural studies), food tech and mini enterprise (cooking, cleaning, tool/equipment use), Myself and others (health, hygiene, healthy relationships)



Communication

Community visits enable our students to use a variety of communication methods. They are also important at places of recreation where they can follow instruction from external instructors, this is key to enhancing communication with unfamiliar people. Also, to each other socially and across the school independently



Theme days allow students to experience other cultures, religion and develop thinking in different ways about the world we live in.

Key Skills

Students continue to work on key skills throughout their day. Students are encouraged to maintain tool use and cause and effect and sequencing in Food Tech and Mini Enterprise lessons, Students are encouraged to collect their own equipment and pack away developing classifying skill



English

Students use reading to negotiate their environment. Emphasis is put on social sight and looking for clues. Student's experience writing for purpose.



Science

Students are exposed to science through food tech and mini enterprise lessons (changes of state) and through horticulture (water cycle, life cycle).



Maths

Students are able to learn about and experience using money. More able students are exposed to creating meals for others and working out quantities. Measure, sequencing, sorting and problem solving.



Physical Development

Students are involved with regular physical activity; football (external instructors), yoga (internal), rock climbing (external activity centre). Students who require hydro and physio have access to the required equipment at Rachel Madocks School. We maintain fine and gross motor skills with Rainbow Road.