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 Katakanus. 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 continues their journey of the core skills but attempts to broaden their experiences by exposing them to a range of experiences to build understanding of the world around themselves in it. Students maintain work on the Rachel Madocks assessment targets within a life skills environment. Students experience the community and transition visits to prepare them for adult day services and begin to develop acceptance of a range of different people. Students follow a life skills curriculum whilst continuing to build on the Rachel Madocks assessment targets. They complete certificates in ASDAN Towards Independence, PSD and AQA Unit assessment awards. Their program of study is personalised to reflect their interests and relevance to them.

Students are supported to build independence and interests by engaging with the community around them.

Work experience is kept within the school environment with a range of adults.

Treetop Students (Standards)

Students continue to work on targets in English and maths to support communication, listening, describing, reading emphasis on social sight and symbols. Maths number skills, recognition, ordering and sequences, size comparison, movement, measure and shape. All with an emphasis on real life situations. Students are offered a 5-day residential. They can complete elements of Bronze DofE with support.

They can experience sport in the community.

Land Students (Milestones)

Early developmental skills are encouraged by giving opportunities for cognition, communication and physical. The engagement profile is used as a tool to assess interest to inform further teaching. Students complete ASDAN Towards Independence units which are relevant to them from the sensory and early skills suite. AQA Unit Assessment Skills scheme certificates are awarded to celebrate achievements. Students are offered a 5-day residential at Calvert Trust.

Post 16 Curriculum

Follow a personalised program of study that interests them. ASDAN, AQA Unit assessment scheme. Students are prepared for the future and offer opportunities to make informed choices. Students complete work experience in school initially; office, site manager. Where appropriate off site work experience is sought.

Virtual work experience is completed with Project Choice.

Preparing for transition Futures events Work Experience Transition visits Annual reviews Building independence Social skills Being responsible for own belongings and equipment Encouraged to make own decisions

Post 16

Horizon Students (Levels)

Entry level English and Maths qualifications are offered. Students are given a range of opportunities to complete certificates and qualifications at a higher level to prepare for college.

Students are offered a 5day adventurous residential.

They can work towards bronze level DofE award. **Communication** Communicating inside and outside school.

Reading situations and environments with external clues; social sight Generalising skills Broadening skills and knowledge across a wider experience. Accessing the community. Being exposed to different people, situations and environments.

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.



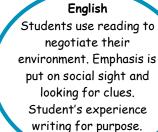
Theme Days



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)



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





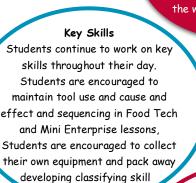
Communication Community visits enable our students to use a variety of communication methods. They are also important at places of recreation where they can follow instruction from external instructors, this is key to enhancing communication with unfamiliar people. Also, to each other socially and across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

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.









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



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.

70