

Linton School

Post 16 Policy

Contents

1. Introduction	1
2. Aims	3
3. Curriculum	4
4. Curriculum Offer	6
5. Assessment, Evaluation and Monitoring	8
6. Review	9
7. Linked Policies	9

1. Introduction

Learners achieve best when their education successfully adapts to their individual needs and is relevant to the demands and contexts of contemporary society. All children and young people are living in a world where these demands and contexts are rapidly changing (for example, half of today's students will take jobs in organisations and industries that do not yet exist*).

QCA research identifies five major forces for change which currently face our schools:

1. Changes in society and the nature of work – learners will need different skills and knowledge to flourish in the future.
2. The impact of technology – this will influence when, where and how we learn.
3. New understanding about learning - research is giving us a clearer picture of how knowledge is interconnected, not compartmentalised or static, and that interconnectedness is often the cornerstone of creativity.
4. The need for greater personalisation and innovation – entitlement has to be balanced with personal choice and with the voice of the learner.
5. The increasing international dimension to life and work – global challenges bring changes to responsibilities, roles and attitudes.

Outcomes for learners

At Linton School we *"provide opportunities for all pupils to learn and achieve"* and we ensure that our curriculum:



- is based on the needs of all learners;
- provides learners with stimulating and engaging learning experiences;
- enables learners to see learning as an enjoyable lifelong process;
- enables learners to make constructive choices throughout their lives in order to achieve economically and personally as responsible citizens.

The curriculum is about the development of the whole person. Opportunities for learners to develop values and attitudes are as important as the development of skills and factual knowledge, so that all learners can:

- show success in a variety of ways;
- develop and maintain a positive self-esteem;
- follow a healthy lifestyle;
- show courtesy, consideration and good humour to others;
- be responsible, honest, caring and confident;
- be a constructive member of society;
- communicate effectively about themselves: articulate their own opinions and needs.

All learners are given equality of opportunity in learning. This will involve countering disadvantage by providing a relevant curriculum, and learning tasks that are accessible to, and meet the needs of, all learners, so that they can:

- feel valued;
- understand that learning is relevant for them;
- enjoy learning;
- take an active part in their own learning in school;
- want to be lifelong learners;
- use technology efficiently as a tool for thinking, making or doing;
- cope effectively with change and diversity.

The school curriculum builds on learners' strengths; interests and experiences both inside and outside school, including those developed by their first educators – their parents and carers - and equips them with the skills to become confident, enthusiastic and effective learners.

Important skills are embedded in the curriculum for all subjects, using a wide range of practical, theoretical and creative learning opportunities. This will engage learners in communication, analysis, problem solving, enquiry and logical and creative thinking in many different contexts, enabling them to become adaptable, responsive and innovative, so that they can:



- think creatively, analytically and critically;
- work independently and collaboratively;
- understand that learning skills are transferable;
- communicate effectively about their learning;
- develop reasoning/ enquiry skills;
- understand how these skills can be transferred into different contexts throughout their lives.

The curriculum reflects the learners' place in their local community. It gives them opportunities to learn about the place, people and values in which they have grown up. It enables them to develop their sense of belonging, appreciate the diversity of their community and feel empowered to make a difference for the better, so that learners can:

- contribute to the community both in school and outside;
- value and respect themselves, their families and others around them;
- value the diversity in our society;
- value the environment in which we live;
- participate in decision making and contribute to the community.

The curriculum reflects the learners' place in the national and global communities. It allows them to develop their sense of identity beyond their personal experience, to develop a sense of belonging and empowerment to make a difference for the better in the wider world, so that they can:

- be flexible, resourceful and able to adapt to new situations in a rapidly changing world;
- enjoy and flourish when at key transition points in their lives;
- understand the relationship between their community and the national and global communities;
- use national and global resources wisely and contribute to environmental sustainability;
- recognise their role and responsibilities as members of the national and global community by understanding their own values and attitudes.

2. Aims

To ensure outstanding quality teaching and learning we aim:

- for all members of our community to respect and value each other;
- to ensure all students are provided with opportunities to be as functionally literate, numerate, communicative and as independent as possible in a range of settings;
- for all staff to have high and challenging expectations for each individual;
- to work closely with families to ensure the best outcomes for each student;



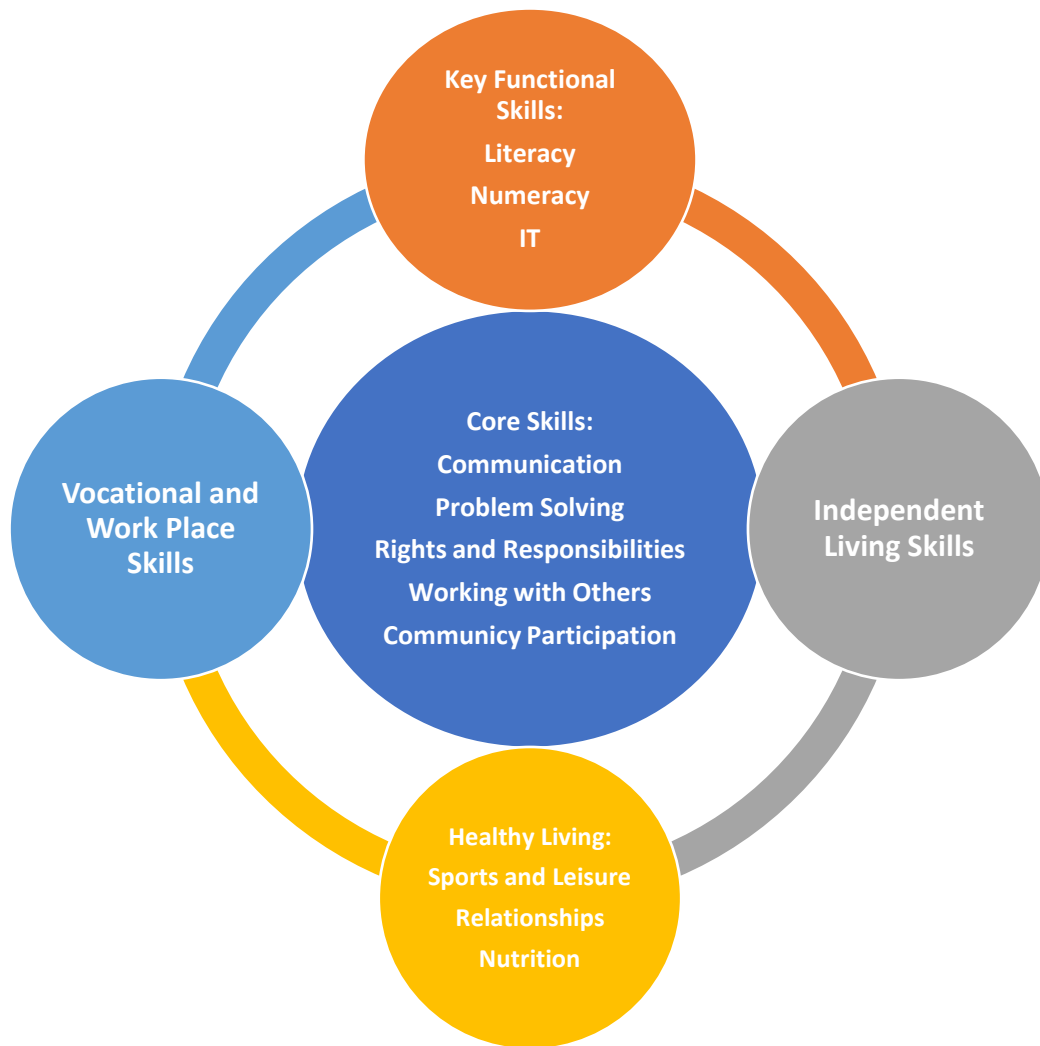
- to liaise with other professionals to ensure that the holistic and therapeutic needs of each student are addressed;
- to ensure students are partners in their own learning and play an active part in reflecting on their own progress;
- to regularly review and update our curriculum, taking into account new pedagogy and practices and to ensure relevance for all students;
- to ensure that all pupils have access to a broad, balanced, differentiated and relevant curriculum
- to (where appropriate) provide pupils with access to externally accredited courses at Key Stage 4 and Post 16; This will be up to and including GCSE's.
- to clearly identify progression pathways for students, including access to Further Education, vocational courses and work related learning;
- to promote pupils Spiritual, Moral, Social, Cultural (SMSC) and physical development in order to assist pupils in becoming thoughtful and responsible citizens;
- to develop independence and life skills through experiences and programmes;
- to prepare pupils for the opportunities, responsibilities and experiences of adult life;
- to monitor, track and assess pupil progress for the purpose of ensuring high standards of achievement

3. Curriculum

The SEN Code of Practice 0 to 25 (2014) highlights the need for a flexible approach to Education within a Special Needs Setting.

The Code advises the adoption of a range of strategies that recognise the various complexities of need, the different responsibilities to assess and meet those needs, and the associated range and variations in provision, which will best reflect and promote common recognition of the continuum of special educational needs.

At Linton School we will tailor the curriculum to meet the needs of the pupils whilst taking into account their likes, interest, strengths and long term goals. Where possible we will offer vocational subjects which makes clear links to their next steps in learning based around the school specialism of outdoor learning including farming, horticulture, agriculture and equestrian.



The diagram shows the areas of learning available to the students. At the core of the curriculum we look at the individual needs of the students and plan their learning around these needs. The core key skills are embedded throughout the subject areas and are the focus for all teaching. The functional skills of literacy and numeracy are taught separately and formatively assessed, but will also be embedded throughout the curriculum, including in accredited work.

Depending on their needs, abilities, levels of access and personal preferences, students may follow different pathways centred on different accredited courses. Alongside this, lessons in the key skills (including literacy and numerical skills) continue.

4. Curriculum Offer

Literacy, Numeracy, IT Skills and Preparation for Working		
Pathway 1	Pathway 2	Pathway 3
ASDAN English Short Course ASDAN Maths Short Course AQA Unit Awards ICT LVL 1 ASDAN Careers and Experiencing Work Short Course Internal work experience	AQA ELC Step Up to English AQA ELC Maths AQA Unit Awards ICT LVL 1&2 ASDAN Employability External work experience	Functional Skills English AQA Functional Skills Maths AQA Unit Awards ICT LVL 1&2 ASDAN Employability External work experience Potential GCSE's based upon previous certificates
Other Key Subjects		
Year 1	Year 2	
Independent Living - ASDAN Living Independently Short Course - ASDAN Personal Finance Short Course Or - AQA Independent Living Skills Programme Level 1 or Level 2	Preparing for Adulthood - ASDAN PSHE Short Course - ASDAN Citizenship Short Course - ASDAN Beliefs and Values Short Course Or - AQA Level 1 or Level 2 Unit Awards relating to preparing young people for adulthood	
Healthy Living - ASDAN Sex and Relationships Short Course - ASDAN Food Wise Short Course Or - AQA Level 1 or Level 2 Unit Awards relating to health	Taster Courses <i>Student will choose one from the list below alongside with a work placement:</i> - ASDAN Land Based Sector Vocational Tester - AQA Level 1 and Level 2 Awards in either Horticulture, Equestrian or Agriculture. Or - Where possible individual arrangements could be made with local employers or further education settings.	

Where appropriate Linton School can also offer courses such as:

1. GCSE: many students gain GCSE's at the end of Key Stage 4; it may be deemed appropriate for students to study further GCSE's when they are older or to complete GCSE's over a longer time period. GCSE's are usually a mixture of course work and exams.
2. Many Post 16 students have the opportunity to attend courses within ROC Northwest and gain recognisable qualifications such as First Aid, Manual Handling, Equality and Diversity etc. which will benefit them in the world of work.

All students will leave Linton School Post-16 with a Record of Achievement file and where appropriate a CV, detailing their achievements and work experiences. It will also contain their external accreditations, exam certificates and awards.

PSHE and Sex Ed

Many aspects of PSHE and Sex Education are respected as standalone subjects. In Post-16 these are taught primarily through the ASDAN Sex and Relationships Short Course. The schemes of work are pre-planned and resourced and delivered in a linear way with content remaining age appropriate throughout. As part of PSHE drugs awareness is also taught, again in an age and ability appropriate way.

Careers Education

Students will access appropriate work-related activities in and out of school and work experience where appropriate. When possible, students will prepare for and attend their annual review, where progress and future plans will be discussed. All learners will also access our online careers programme Xello to ensure that a range of options have been explored regarding their next steps.

More information on Xello can be found using the following link [Xello: a whole-school approach to careers - CASCAID](#)

College and Further Education

College is the main destination for our students after they leave Linton School. To help prepare for this, students are given the opportunity to attend college/university open days during their school career. Where possible and appropriate the school may work in partnership with local colleges to provide the young people with taster days and support the learners through transition plans.

Work Experience

We offer work based learning provision with local services including local farms, garages and equestrian facilities. Work-related opportunities may involve having jobs or responsibilities in the school environment including running enterprises, being involved in hosting whole-school events and running the Post-16 activities. Students for whom work is a possible future option, will be involved in discussions about the sort of work experience they would like to have, through to contacting and meeting an employer, completing the work experience and evaluating how it went. Parent Partnership may support the school in finding appropriate placements.

Transitions

We aim to provide a smooth and stress free movement for students into the next stage of their education, training or life-long learning and to ensure that they continue to be happy; fulfil their potential and become a valued member of society. We work closely with our Further Education colleagues to ensure that there is smooth transition into the Post-16 department including visits and a high level of contact throughout the school year. We include the pupil and parent/carers in planning the next steps for each individual and provide information, guidance and support to help make this time as stress free as possible.

At the heart of our Post-16 provision is the commitment to be a provider of excellence for students from all backgrounds.

We aim for the knowledge that when our students leave us we know that they have the tools and confidence they need to flourish in the next stages of their lives.

5.Assessment, Evaluation and Monitoring

Assessment procedures are in accordance with curriculum policy and included in schemes of work. They are used to plan for differentiation within curriculum delivery to ensure all pupils can access each lesson or unit module. Subsequently, they are used to inform individual teaching programmes.

Individual pupil performance and progress is recorded summatively using an in-house system which refers to progress made towards predicted grades. This information forms the basis for whole school target setting which aid challenging target setting and ensure that Linton School's students achieve the highest possible grades.

We set challenging but achievable targets based on prior attainment. It is not uncommon for our students to have uneven attainment profiles either in individual subject areas or at



different periods of time in their learning journey, especially due to the complex needs of many of our students.

Data is analysed in a variety of ways to demonstrate progress and set targets for individual and whole school improvement. The systems are continually reviewed and improved to ensure best use of data output. Achievement and progress at all levels of the curriculum, and for all ages is regularly monitored and reviewed.

Externally accredited courses are offered throughout Key Stage 4 and Post-16. Internal awards and personal accreditation are encouraged throughout the school to enhance self-esteem and personal performance.

To continually improve the quality of teaching and learning curriculum monitoring is carried out by the Senior Leadership Team. This is undertaken by scrutinising pupil's work, schemes of work, long/medium term planning documentation, learning journeys, as well as through observation of lessons and other aspects of school life.

All pupils have an Individual Education Plan which is reviewed three times a year and is tracked and monitored by the Senior Leadership Team. These IEPs are taken from the EHC Plan and include targets on working towards independence and transition to adulthood.

6. Review

This policy will be reviewed by the Head Teacher every 12 months. The date of next review will be **January 2027**.

7. Links to other policies

For further information on aspects of this policy please refer to:

- Safeguarding and Child Protection Policy
- Admissions Policy
- Curriculum Policy
- Equal Opportunities
- Additional Learning Needs Policy
- Careers Policy
- Healthy and Safety Policy
- PSHE Policy
- RSE Policy