

16+

Post 16

Pupils in Post 16 are grouped to meet their needs and readiness for independent living. We currently have 4 classes. Below shows how the post 16 program of studies and how this looks for different groups of pupils.

Curriculum Pathway	Group 1	Group 2	Group 3	Group 4
Summary needs	Profound and multiple learning difficulties	Complex Severe learning Difficulties/Autism Spectrum Condition	Complex Severe learning Difficulties/Autism Spectrum Condition	Severe learning difficulties/Autism Spectrum Condition
	Additional physical and health needs.	Working at pre key stage standards Additional sensory sensitivities and emotional regulation needs.	Working at pre key stage standards Additional sensory sensitivities and emotional regulation needs.	Working at least 5 years below age related expectations
Approach	Personalised Learning and sensory diet with a therapeutic approach	Personal development curriculum	Functional curriculum that supports transition to adult social care	Functional curriculum that supports transition to college
Programs of study	My Communication Hello time, sensology, TACPAC, STARS, sensory stories	Sensory stories 1x session per week	Reading 4 x sessions per week	Reading 4 x sessions per week
		Communication and interaction Continuous provision	NCFE English 1 x session a week	NCFE English 1 x session a week
		Early Maths 3x sessions per week	Functional Maths 1 x session a week	NCFE Maths 1 x session a week
	My Cognition Music, cooking, environmental technology control	Interpersonal skills to contribute to positive relationships 5x sessions per week – ongoing	RSHE 1 x session a week	RSHE 1 x 50 minutes per week
			PSHCE 1 x session a week	PSHCE 1 x session a week
	My Body, My Mind Looking good, zones of regulation, snack and lunch times	Cause and effect play 5x sessions per week	ICT 1 x session a week	ICT 1 x session a week
		STARS & Zones of Regulation 5x sessions per week		
	My Body My Mind (Community) Local areas, road safety	Engaging in the world of work 4x sessions per week	Citizenship 1 x sessions per week	Citizenship 1 x sessions per week
			Community access 1 and ½ days per week	Community access 1 and ½ days per week
	My Movement		Careers	Careers

	Physiotherapy		1 session a week	1 session a week
		Life skills/looking good 5x sessions per week	Life skills 1 x sessions a week	Life skills 1 x sessions a week
		Sound Awareness 3x sessions per week		

The Post 16 programs of studies all work towards supporting students in preparing them for adulthood and further education, training or supported living. We recognise that students are all working towards this at different rates and therefore the curriculum is adapted to recognise the journey pupils are on in terms of independence.

	1	2	3	4	5	6
Community access	Tolerating familiar	New experiences	Supported access	Supervised access	Group/paired access	Independent access
	I am learning to tolerate and expand the range of environments and experiences that I can access with an adult	I am learning to tolerate and engage with unfamiliar environments or experiences with adult support.	I am learning to access the community safely with specific physical/verbal support from an adult	I am learning to access the community safely with supervision of an adult	I am learning to independently access the community with a small group.	I am learning to find a solution in an unexpected situation
Independent traveller	Tolerating familiar	New experiences	Using familiar methods	Using a range of methods	Planning and using	Problem solver
	I am learning transition and tolerate familiar journeys.	I am learning to safely access new ways of travel with adult support.	I am learning to safely travel in familiar types of transport with familiar people to familiar destinations	I am learning to know the social rules if accessing a variety mode of transport	I am learning to plan and complete a trip independently.	I am learning to find a solution in an unexpected situation.
Employability	Experiencing tasks	Follow instructions	Supported world experiences	Awareness of job roles	Supported work experience	Independent work experience
	I am learning to be active participant in a planned experience.	I am learning to follow a series of instructions to complete a task with limited support.	I am learning to experience different workplaces.	I am learning what different people do in the world of work and what I might enjoy.	I am learning to complete individual tasks with limited support.	I am learning to follow systems and processes within a specific organisation.
Functional English	Emerging language	Developing language	Conventional communication	Achievement	Accreditation	Qualification
	I am learning to a small range of words for context	I am learning to use and combine a range of words in purpose	I am learning to use a form of communication that others will understand	I am learning to use my skills in real life situations	I am learning to apply functional English to real life situations	I am learning to apply my knowledge to achieve formal qualifications

Functional Maths	Experiencing	Recognise	Sort, order and sequence	Achievement	Accreditation	Qualification
	I am learning to experience activities that including concrete ideas	I am learning to recognise common signs and symbols	I am learning to sort, order and sequence in real life situations	I am learning to use my skills in real life situations	I am learning to apply functional Maths to real life situations	I am learning to apply my knowledge to achieve formal qualifications
Safe relationships	Care providers	Immediate family and friends	Peer groups	Social groups	Trusting relationships	Exclusive relationships
	I am learning to interact with people who care for me.	I am learning to expand my familiar network of people	I am learning to interact with my peer group in an appropriate way.	I am learning to choose my preferred social group and recognise an unsafe relationship.	I am learning what is expected in a trusting relationship and how to say no if I'm not comfortable.	I am learning what is expected in a trusting physical and emotional relationship and the importance of consent.
Self-care	Fully supported	Physical support	Verbal support	Visual support	Reminding support	Practiced routines
	I am learning to tolerate support from others and take a part in my self-care	I am learning to cooperate in self-care routines	I am learning to complete self-care routines with only verbal prompts	I am learning to complete self-care routines with only visual support	I am learning to remember and apply my self-care routines	I am learning to plan, and problem solve around changes to my usual routines