



Post 16 Study Programme

Expectations of Progress at Pens Meadow School

Study Programme

The overall aim of Pens Meadow Post 16 is to prepare our students for the next stage of their adult life. Therefore the Post 16 study programme at Pens Meadow is designed to give all students a range of learning opportunities that are personalised and allow them to build on previous learning and academic achievements, alongside developing their communication, personal and social skills, and vocational experience. Students also work to develop appropriate behavioural responses. This programme is further enhanced by enrichment activities which include residential visits, sport and culture trips and leisure options.

The curriculum is structured around a three year programme –

Year 1

A broad, balanced, differentiated programme which gives students the opportunity to take part in a range of curriculum opportunities, whilst transitioning into a new setting and peer group and beginning to establish and understand expectations.

Year 2

Students (or advocates where appropriate) have the opportunity to select from a number of different curriculum options whilst engaging with the transition process to plan for their future.

Year 3

Students (or advocates where appropriate) have the opportunity to select from a number of specialist areas including horticulture, sport, hospitality. This will support them in preparing for the next stage of their adult life. They also have the opportunity to engage in a variety of enterprise projects.

Target Setting

Education, Health and Care Plan (EHCP)

All of the students who attend our Post 16 provision have an Education, Health and Care Plan (EHCP) which clearly outlines a number of individual targets within the following areas –

Cognition and Learning,
Communication and Interaction,
Social, Emotional and Mental health,
Sensory and/or Physical needs

Individual Education Plan (IEP)

EHCP targets are used to create an Individual Education Plan (IEP). These provide staff and students with short term, focused SMART targets which track the small steps of progress towards the outcomes documented in the EHCP. Students with a Behaviour Management Strategy (BMS) may also have additional targets based around appropriate behavioural responses. IEP's are ongoing working documents which are assessed throughout the day and formally reviewed termly.

Key Skills

At Pens Meadow it is vital that students develop a set of transferrable key skills that can be utilised in a range of settings. Within lessons students are encouraged to develop their independence, enquiry and problem solving skills. Progress towards these skills forms part of the evidence documentation completed after each lesson.

Curriculum Targets

The curriculum content is accredited at various levels from Pre-Entry to Entry Level 3 by a number of examination bodies including ASDAN and OCR. Students must ensure that they meet the unit outcomes in each area in order to receive certification.

When planning, staff utilise differentiated learning questions and outcomes that are shared with students. Progress towards each learning question is documented and next steps recorded using a traffic light model (Red – Repeat, Amber – Recap, Green – Review and move on). Students are encouraged to assess their own learning and that of their peers.

Systems, Processes and Support

At Pens Meadow we recognise that students will need a range of support and guidance in order to develop the skills, knowledge and understanding needed in preparation for adult life. Support is available in a variety of ways which are detailed below –

- Whole School Mission, Vision and Values including British Values
- School Code of Conduct including 'Rights Respecting'
- Weekly Team Around the Child meetings
- In-house Coaching and Mentoring including keyworkers and Learning Manager
- School based Family Outreach Team
- Connexions
- Complex and Inclusion social care team
- Health professionals

Progress, Outcomes and Achievement Indicators

Targets are established taking into account end of KS4 outcomes and SEN category of need, along with any other pertinent information. These are individual targets and progress towards these is regularly monitored. Where progress in any area causes concern effective and rigorous school systems identify appropriate actions.

When tracking student progress, outcomes and achievement the following indicators are used.

Increased independence, engagement and interaction

Every opportunity is taken to promote students independence, engagement and interaction in preparation for transition into adulthood. All students have focused IEP targets where is consideration given to effective characteristics of learning. Progress is documented by staff across the school day. Support from the school communication HLTA's is utilised to plan for progression.

Attendance

Students are expected to attend school regularly and the importance of this is communicated to students and their families. The DHT carries out attendance analysis on a monthly basis. 100% and most improved attendance is recognised through certificates. If attendance falls below 85% support is offered by the family outreach team. Issues are also raised in weekly TAC meetings.

Personal Development including behaviour

Students are supported to recognise, develop and follow, rules and boundaries. Self-worth, motivation and aspiration are promoted and student voice is actively listened to. Weekly assemblies provide an opportunity for these qualities to be discussed and celebrated.

Accreditation

Students' acquisition of skills, knowledge and understanding is accredited through a number of examination boards. Students gain credits throughout the year. Units are submitted to the external moderator each half term for accreditation. Staff take part in regular internal moderation exercises to ensure consistency of judgements.

The focus is on a student's ability to use these skills functionally, independently and in a variety of settings.

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