



Post-16 Policy & Intent

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An academy within:



“Learning together; to be the best we can be”

At North Ridge Community School, the learners are at the heart of all we do, and we strongly believe it is our responsibility to provide a place where everyone feels welcome, secure and highly valued and promote this through our REACH values. Therefore, we ensure all learners in the Post-16 department understand how to: show and receive **RESPECT**; **ENJOY** their learning and school life; **ACHIEVE** the best possible outcomes; be a valued part of the school and wider **COMMUNITY**; feel and know how to be **HAPPY AND SAFE**.

North Ridge Community School reviews learners' Education, Health and Care Plans (EH&CP) on entry to Post 16. This is to ensure they are an accurate reflection of an individual's needs and creates their pathway for life after Post 19. The Post 16 offer is designed around 4 Preparing for Adulthood Pathways: Health, Employment, Independent Living and Community Inclusion. Post-16 have their own area located in the main school and we also have an offsite provision called 'The Bridge'. This offer has a strong focus around employability and life skills.

INTENT

The Post 16 curriculum is designed to build on learner's prior knowledge and to equip them for a future where they are fulfilled and valued contributors to their community. As such, the focus is firmly on further developing the application of skills and knowledge needed for: further education, entering employment, living independently, and building positive relationships with others. The core goal of the Post 16 offer at NRCS is to prepare learners for adulthood. Our ambition is to prepare our learners for a fulfilling and successful adulthood; enabling them to actively make a difference in their communities and their own lives.

We support our learners to develop their practical and academic learning skills. We facilitate emotional resilience and promote community connections that will give them the best possible opportunities to find employment, live with independence and engage positively in their community. We teach our learners to live healthily and that includes both physically and emotionally. These aims correspond directly to the 'Preparing for Adulthood' directives from the Send Code of practice. Our target is for all students to make outstanding progress according to their own individual needs, strengths and aspirations; and to hone the life-long learning skills that will enable them to continue to succeed beyond their time in formal education.

IMPLEMENTATION

The Post 16 phase of learning is modelled on two pathways. And thus, learners entering post 16 are assessed from evidence provided in EH&CP documents, their annual review, and initial assessments to decide which pathway is most suitable. Each pathway is designed to build upon and extend learners' previous knowledge. Please see link to rolling programme of study.

- **Pathway 1** is structured around learners who are studying for formal accreditation, to prepare them for further education or employment. These learners focus on developing their skills for work and study so that they are able to leave ready and prepared with the qualifications for their desired career route. At points through this pathway these learners will experience different voluntary employment opportunities. These include in house or external options to ensure they are fully informed of future career options.

- **Pathway 2** focusses on independence and life skills. These learners spend most of their time developing skills for independence, further study and working life if this is appropriate. Learners follow a personalised whole school Math's, English, RSE and Wellbeing curriculum. They are assessed using differentiated steps from a variety of Transferable Skills for each subject. The continuation of these curriculum subjects is tracked using our in-house Solar assessment system. At points throughout this pathway these learners will also experience different voluntary employment options as mentioned above. Thus, ensuring learners leave Post-16 being as independent as possible with appropriate life skills that lead to their next steps This may be: entry into further education, voluntary or supported employment.

Post-16 Pathways

Pathway 1	Pathway 2
FS English E1-L2	Practical Maths
FS Maths E1-L2	Practical English
Personal Development & Employability (Prince's Trust)	Personal Progress (Asdan)
Skills for Further Learning & Employment E1-L2 (Open Awards)	Personal & Social Development (Asdan)
Enterprise/Careers	Careers
Work Experience	Enterprise
RSE	Sport
Wellbeing	Wellbeing
Sport	RSE
Options (Outdoor Learning/Creativity/DofE)	Options (Outdoor Learning/Employability/DofE)
Travel Training	Travel Awareness/Training

Accreditation

Students at North Ridge will have the opportunity to work towards achieving the following qualifications:

- Functional Skills in English and Maths (E1- L2)
- Open Awards Entry Level Award/Certificate in Skills for Travelling in the Community (Entry level 2)
- Open Awards Entry Level Award/Certificate in Skills for Travelling Independently (Entry level 3)
- Open Awards Entry Level Award/Certificate in Skills for Further Learning and Employment (SFLE EL3-L2)
- Prince's Trust Award/Certificate in Personal Development and Employability Skills (PDE) (E3-L2)
- Asdan Personal and Social Development (PSD) (E3-L2)
- Asdan Personal Progress (PP) (Award to Diploma)
- Duke of Edinburgh: Bronze, Silver and Gold
- Sports Leader Award (L1-L2)

Focusing on life after North Ridge ensures learning is centred around developing and applying the skills and knowledge needed for 'real life' and planning for learners' next steps takes place. Teachers have high expectations of all learners. They have a consistent approach to planning matched by increasingly accurate teacher assessment; thus, ensuring learners' work is appropriately challenging. Where able, pupils contribute to an evaluation of their learning.

Teaching is also undertaken outside the classroom during carefully planned visits/activities which allow the learners to demonstrate their confidence in a range of situations. This helps learners to consolidate and apply their skills to different contexts; therefore, extending their learning.

IMPACT

Learners build on previous knowledge to continue to develop detailed knowledge and skills across the curriculum and, as a result, achieve to the best of their ability. Where relevant, this is reflected in results from tests and examinations, or in the qualifications obtained

Learners are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study.

Learners with high needs have greater independence in making decisions about their lives.