

Post-16 Policy

INTRODUCTION:

We want to ensure every young person in Post 16 at Victoria Education Centre has a curriculum that is matched to their interests and needs, and which provides opportunity to increase their range of experiences and challenges on offer. We want to set up every young person to succeed, and we recognise that to do this it is ok for them to make mistakes along the way. Ultimately, we want to provide a safe but stimulating environment where our students can truly discover more about themselves, other people, and the world around them. We see the potential for learning and success in all of our young people. It is our responsibility to help them to grow and flourish, and we know that this happens best where there is a real sense of partnership between home and school.

Victoria Education Centre aims for all its Post 16 students to be as independent as possible in preparation for life after school. In order to achieve this, students are supported, each at their own level, to develop their Personal, Learning and Thinking Skills in order to become: independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

AIMS:

To achieve this, all students are given opportunities to:

Express preferences, make choices and act on them.

Develop skills of enquiry, discussion, questioning and problem solving.

Be involved, as far as possible, in decision making regarding themselves, their school, education and plans for the future.

Gain confidence and increased autonomy.

Develop skills of participation through school events, sharing achievements and in participation in the wider community.

OBJECTIVES:

Through a range of differentiated teaching and learning experiences all 16-19 students have an entitlement to opportunities to:

Develop communication skills, using augmentative and alternative communication, as appropriate.

Acquire and develop personal care/hygiene skills.

Access daily living skills, show involvement and develop more independence.

Access a variety of leisure and recreational skills within the school, with other schools and in the community and to integrate with people outside of school.

Develop literacy skills to inform, aid independence and as a leisure pursuits.

Learn about a healthy lifestyle – food and diet, exercise and fitness, awareness of own bodies.

Learn to take responsibility- for own behaviour, to share, do jobs to keep the environment attractive and to keep possessions safe.

Meet a wide range of people; celebrate differences of ethnicity and religion.

Develop vocational skills, learn about options after school and learn to work with others.

Access experiences of work and the work environment.

Develop confidence in using the community and in communicating with people outside school.

Experience using money and budgeting and develop wider mathematical skills through practical life skills activities.

Learn to use technology as part of the working day and also to enhance communication and recreation.

Learn about sex and relationships in a familiar safe environment and the potential danger of strangers.

Practise acceptable behaviour in public places.

Develop an awareness of and response to topical issues.

Courses are available in Post 16 for a maximum of three years, although for some students a shorter one or two year programme may be more appropriate. Courses are available at a range of levels from Pre-Entry level through Entry Level up to Level 2.

The core curriculum areas remain as Literacy and Numeracy, which are based upon 'Functional Skills' programmes. Functional Skills are seen as crucial in enabling individuals to make the most of learning and employment opportunities, as well as

being relevant to life in general. Most of the students are also working on 'Personal and Social Development' (PSD), which is linked into their Life Skills work. As part of the PSD programme, students will focus on developing skills to become more independent, including Independent Travel Training, Life Skills and Home Management. Students can also work towards an Entry Level qualification in Independent Living Skills which includes Household Skills, Basic Cooking and Food Safety Skills, Shopping, Personal Care and Getting about Safely. We try to develop an individualised learning programme for each student in order to meet his or her strengths, needs and interests.

Students also have a choice of subjects that they might like to study. Students have opted to study Sports Leaders, Music Technology, Music, Enterprise, Photography, Drama, Horticulture, Media, Law, Health & Social Care, Events Management and Food Technology. All students also study Work Related Learning.

There is further information available about courses offered in the Post 16 department. Courses are also available through links with partner colleges.

In Post 16, preparation for transition and maximising independence, primarily with life skills, is the main therapy aim involving close liaison with the classroom staff.

Assessment, recording and reporting are crucial elements in ensuring successful delivery of the National Curriculum (see Assessment, Recording and Reporting Policy).

DATE/TIME SCALE: Annually or as necessary.

Revised: June 2013. Angus Collins, Leader for Learning Post 16.	
Due for revision: June 2014.	Reviewed: June 2014
Due for revision: June 2015.	Reviewed: July 2015.
Due for revision: September 2016.	Reviewed: September 2017.
Due for next review: September 2018.	Reviewed: October 2018.
Due for next review: October 2019.	