



## WOOLANDS SCHOOL - POST 16 CURRICULUM STATEMENT

The post 16 provision at Woodlands currently consists of one KS5 class and one mixed KS4/5 class with a wide range of learning, physical, communication and health needs. We offer a broad and balanced curriculum based around the ASDAN Personal Progress qualification and the four 'Preparing for Adulthood' outcomes of 'Employment, Independent Living, Good Health and Community Inclusion'. A core curriculum of Functional skills (English, Maths, ICT) and PSHE is offered to all students as well as opportunities to engage in sport and leisure, creative arts, independent living skills (cooking), community participation and vocational learning activities.

### INTENT:

- To prepare all students for adulthood and their future pathways through a broad, balanced but flexible curriculum that is personalised and appropriate for their individual needs.
- To promote daily opportunities for students to become increasingly independent and develop their life and self-help skills.
- To ensure that communication is at the centre of the curriculum with opportunities to develop communication and conversational skills provided throughout the day and in an increasing number of different settings and environments.
- To develop students' understanding of the importance and use of functional skills in everyday life.
- To provide problem solving and decision making opportunities throughout the day and to enable students to exercise some choice in their learning.
- To make use of local community settings and facilities to allow learning to be fully contextualised where possible.
- To facilitate enjoyment, engagement and enthusiasm for all post 16 learning opportunities both within and outside of the school.

### To give our students the skills:

- To live as independently as possible in adulthood.
- To transfer their learning, knowledge and skills to new situations.
- To problem solve, make informed choices and work as a team.
- To communicate their feelings, emotions and preferences leading to development of self advocacy and self expression in adult life.
- To confidently socialise with others in order to enable them to develop and maintain positive and healthy friendships relationships.

### IMPLEMENTATION:

- The post 16 English and Maths curriculum provide opportunities for students to develop age appropriate skills e.g texts linked to the independent living and careers, writing activities linked to careers e.g. CVs and application forms and practical maths activities linked to the independent living e.g. cooking, shopping and money management.
- The post 16 PSHE curriculum has been modified and adapted for our students from the PSHE association's KS5 Programme of study and focusses on the core themes of: Health and Wellbeing, Relationships and Living in the Wider World.
- Qualifications and accreditation are gained through ASDAN Personal Progress units.

- Individual targets are set and reviewed in consultation with class teams and therapists (as required) and these targets are worked on through the school day.
- Students engage in a wide variety of learning situations from whole class, small group or 1:1 sessions as well as having opportunities to work independently where appropriate. They also have opportunities to learn from external tutors and coaches.
- Students have regular access to the community to contextualise their learning and develop their life skills in different environments and setting e.g. Our community allotment plot, local shops, cafes, library, garden centres, Leatherhead Gymnastics Club, Sailability at Queen Mary Reservoir, hockey with Falcon Flyerz at St John's School, woodwork and construction with Surrey Satro and dance workshops with the Freewheelers Theatre Company.
- Students develop their careers learning through following the Careers, Education, Information, Advice and Guidance Programme and where appropriate the Y13 & 14 take part in off site work experience placements at local businesses supported by Surrey Choices Employability.
- Where appropriate students attend a college link programme at Merrist Wood college, where modules are agreed with their curriculum lead in advance and reflect the interests and ability levels of the students.
- Communication and links with other colleges (which may be more accessible for some students) are maintained so that opportunities for taster sessions and bespoke transition programmes can be implemented as appropriate to the current cohort of students.
- Students take part in shared experiences with students from other local schools e.g. KS5 Prom, Choices and Decisions Day, college and day service taster days, Awards Ceremony.

#### **IMPACT:**

- Students are well prepared and feel confident about their transition to their future pathways e.g. college, day placement, supported living, day placement or employment
- Students are equipped with skills that they can transfer and embed into new and real life settings.
- Students and their parents/ carers receive advice and guidance required to make informed choice throughout the transition process.
- Student progress through post 16 is tracked and carefully monitored using a combination of systems depending on the needs of the individual student and includes:
  - Photographs and monthly diary writing to demonstrate achievements.
  - Therapy reports
  - Termly reviews of individual adult milestones and/ or functional skills (Entry Levels) core curriculum targets using SOLAR assessment.
  - Termly reviews of progress towards annual EHCP outcomes
  - Evidence in careers files.
  - Communication Passports
  - Annual review of EHCP reports
  - ASDAN Personal Progress accreditation and qualifications.
- Analysis of destinations data for our leavers demonstrates the impact of the post 16 curriculum and informs future planning and implementation.