RADLETT LODGE SCHOOL LOCAL PROCEDURE FOR:

POST 16 EDUCATION

INTRODUCTION

From person centred planning to tailored timetables:

1. We provide a curriculum by devising personalised programmes based on Foundation Learning strands. These are:
   - Vocational skills
   - Functional skills
   - Personal and Social Development (PSD)

2. Personalised learning programmes are built around aims identified through each student's Personalised Centre Plan (PCP) created prior to entry to post 16 (in year 9-11).

3. Person Centred Planning is incorporated into the EHCP Annual Review cycle in order that the PCP is planned and prepared.

4. Through PCPs, we aim to establish the future destination of each student in terms of living arrangements, further education and employment (after leaving the Post 16 department).

5. After establishing the destination of each student, we map the skills they need to develop in order to achieve long-term goals.

6. After identifying the skills each student needs to develop and taking into consideration their strengths and interests we then select suitable modules and qualifications for their study.

7. Weekly timetables are then tailored to each student's needs. We consider any opportunities for partnerships outside of the school which can provide support with delivering programmes.

8. Students are organised in 2-3 groups according to the modules and qualifications they undertaking as well as their level of understanding, communication and behaviour.

Programmes, qualifications & awarding bodies:

1. The school is registered with ASDAN. We have used ASDAN for several years and have continued with it as it has a clear progression route that

provides a wide range of modules from Pre-Entry Level to Entry Level 3 and it is known to students and their families.

2. In Post 16 our students begin the 'Towards Independence' programme. Some students will then progress further and complete qualifications e.g. in AQA or OCR.

3. Post 16 students that are working at Entry 3 and above will have access to OCR Entry Level Awards and AQA Unit Awards. They offer a greater range of modules at all levels and give us the flexibility to adapt existing modules to meet individual needs in the future. This is important for us in terms of personalisation and teaching our students the specific skills they need to get to their intended destinations.

4. We make sure that modules and activities are practical, realistic, tailored to individual needs and relevant to each student's long-term goals and destinations.

5. At the beginning of the summer term the Head of FE will:
   - Moderate all modules and qualifications completed by students in preparation for external moderation meetings
   - Adjust the timetables for the following year.
   - Review Individual Learning Plans for each current Post 16 student.
   - Choose modules and qualifications for the following year.
   - Write summaries showing what modules and qualifications each student participated in and/or completed in the current year.

Timetable components:

1. General English and Maths sessions or Functional English, Maths, ICT (depending on student needs)
2. Vocational modules (e.g. Gardening & Business Enterprise)
3. Preparation for work experience, work experience tasters or longer work experience placements (depending on student needs and year group)
4. Personal and Social Development (inc. life skills, self-help skills, SRE etc.)
5. Leisure, Sports & Meals.

The weighting of the timetables are tailored according to each student's individual needs. For each student there will be elements that are given more focus as the need to develop skills in that area will be greater e.g. the timetable for a lower functioning student likely to move on to supported living may be heavily weighted on PSD, whereas the timetable for a student likely to go into employment may be more heavily weighted on Vocational Skills and preparation for work experience.

External partners:

1. We aim to build a portfolio of local partners to help us to deliver programmes for our students. We are currently have links with Oaklands College, Ashridge House and KingBee Animation.

2. We believe that working with local partners is important for our students for a number of reasons including:
   - It gives our students an opportunity to be part of a wider community.
   - It helps our students experience what life in college may be like.
   - It helps our students make new friends and learn new and exciting things that we may not be able to offer.
   - It helps us build coherent learning programmes so that students can gain expertise in certain curriculum areas that they already show talent in.
   - It helps us increase the range of learning opportunities we can offer our students.
   - It helps the local community learn and understand how to live, work and support people with autism.
   - It helps provides placements for work experience. This helps our students to experience the world of work and learning to transfer skills learnt at school.

Work experience:

1. In their 1st and 2nd year in Post 16, students will have the opportunity to learn about what sort of jobs people do and what might interest them. They will be given opportunities to meet people within their community and learn about the work they do.

2. In their 2nd or 3rd year in Post 16, students will have an opportunity to participate in work experience within the school or in the local community.

3. The Head of FE will make sure that work experience opportunities are matched to the student's needs and the skills they need to achieve their long-term goals and destinations.

Assessment:

Teachers plan and assess on a half term basis, breaking down long modules and courses into manageable units. Evidence of progress is collated over time and is recorded in the appropriate format for the course provider. Samples of evidence can be found in student's individual work boxes.

As with the younger classes, 'real-time assessment' is done through Personalised Learning Outcomes (PLO's) as well as termly assessment. This is analysed by the Deputy Principal and Head of Further Education to allow us to see progression: in relation to pupil's individual targets; as supportive evidence to ensure pupils are on the correct pathway; and as summative information to help decide their destination after Radlett Lodge.

In summary, students are assessed in the following ways:

a) **For Personal and Social Development**
- Break down tasks (e.g. washing up or making a bed) into small steps (like PLO's) and use as check lists.
- Monitoring of individual targets (e.g. through PLO's and planning).

- By utilising the multi-disciplinary team's detailed tracking document (MDT Tracker) to monitor the specific (year-on-year) progress of pupils' communicative development.

b) For Vocational skills
- By following recognised programmes (e.g. ASDAN) and completing accompanying booklets which outline the amount of support needed and/or level completed.
- Termly monitoring of individual targets.

c) For Functional skills
- By following recognised programmes (e.g. ASDAN) and completing accompanying booklets which outline the amount of support needed and/or level completed.
- Termly monitoring of individual targets.

d) For Work experience
- Observations of students (inc. monitoring of the amount of assistance needed to complete set tasks/jobs).
- Monitoring of individual targets set up specifically for that work experience period.
- References from staff at work experience placements.
- Personal reflections of the students.

e) For General English and Maths
- Completion and monitoring of Adult Steps on a termly basis.
- By following recognised programmes (e.g. ASDAN and OCR Literacy/Numeracy) and completing accompanying booklets which outline the amount of support needed and/or level completed.
- Termly monitoring of individual targets identified in planning and PLO's.
- In addition, for all areas: By maintaining ASDAN files as Records of Achievement for all students and by undertaking specific case studies.

Each student in Post 16 has a Progress File. This contains the following information:
- PCP
- PLO's (5 weekly targets) with monitoring
- Assessment Data Sheets
- Termly reports.
- Records of awards of qualifications
- Personal Achievements and any other observations
- Samples of work for each area of study
- Details of participation in any external college courses
- Details of participation in work experience

Staff requirements and staff training:

1. Due to the increasing number of Post 16 students within a small physical space and the subsequent need to split students into manageable working groups Staff in Post 16 should be:
- flexible and enthusiastic
- responsible and confident in leading small groups in the class and in the community
- able to drive the MPV or Minibus
- passionate or qualified in particular areas (e.g. art, music, DIY, gardening, ICT, Media etc.)

- motivated and eager to learn about FE qualifications and modules
- motivated to maintain excellent attendance

2. The Head of FE should be knowledgeable about qualification routes and should attend the training to ensure he/she is up to date with current policies, procedures and legislation. The head of FE will share this knowledge with all SLT, Post 16 and other school staff.

3. Staff have allocated subjects that they are responsible for maintaining evidence towards assessment in for each student. Evidence files and booklets should be available for inspection and moderation by the tutors at any time.

4. Regular Post 16 staff meetings take place to discuss:
   - Post 16 developments (national, NAS and RLS)
   - Planning, student progress and assessment including moderation
   - Communication needs of individuals
   - Personal and social needs of individuals
   - Behaviour needs of individuals

Funding:

1. The Post 16 Department is allocated its own budget to manage curriculum resources, community-based learning, food, managing work experience, and resources needed for qualifications. If fees are required for external college courses these will need to be agreed by SLT.

2. The Post 16 Specialist LSA in Community Engagement has a joint responsibility to investigate grants that may be available to continue to increase access and inclusion in the community.

3. Wherever possible Radlett Lodge will utilise its links with other FE providers in Hertfordshire to share the cost of external qualifications and courses.

Parent liaison:

1. The Personal Advisor and class teachers beginning talking to parents about transitions and plans for their child's future in Yr 9 in preparation for the young person's PCP meeting.

2. When students are in Post 16 the staff team and parents maintain regular contact so that both (school and parents) are kept informed about student progress and future plans.

3. The school is flexible and supports parents by explaining and giving advice about further education and the transition into adult services.

Transition to and from post 16:

We believe that a clear transition path to post 16 and from post 16 is important for our students, their families and the school.

Having an effective system in place allows our students a smooth transition year upon year. For this reason, the transition process at Radlett Lodge starts in Year 9.

Teachers will share information at the beginning of the Summer term so that they can begin to build the 3-year Individual Learning Programmes for each young person.

Over the 3 years in Post 16, the Head of FE with students, parents, Independent Careers advisors (through YCHerts) and Local Authorities meet at regular intervals to plan for how best to support the transition from Post 16 into college placements or adult services.

This policy should be read in conjunction with:

NAS POLICIES:
Quality of Life (QoL) Policy
Education Visits Policy
Advocacy Policy

RADLETT LODGE SCHOOL LOCAL PROCEDURES:
Curriculum
Assessment, Recording and Reporting
Teaching and Learning
Careers