



Wilson Stuart School

A Special Academy



December 2022

Issue Date: December 2022

Version: 1.0

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1. Introduction

Wilson Stuart School aims to provide the highest possible quality of education for its Post 16 students. Students achieve best when their education successfully adapts to their individual needs and is relevant to community and society as a whole. We also work closely with the Birmingham Careers and Enterprise Hub to embed opportunities relating to the world of work and transitional steps which allow all students to be aware of life after Wilson Stuart.

This learning approach strongly focuses on students' preparation for adulthood outcomes and building community links. The key principles of Preparing for Adulthood: Independent Living, Friends & Relationships and Community, Good Health, Employment and Transition is the heart of the post 16 curriculum at Wilson Stuart School.

Rationale:

On the Believe post 16 pathway, we aim to ensure that our young people are prepared for adulthood. By providing a range of opportunities and experiences through applying classroom learning to 'real life' situations. Applied learning opportunities are fundamental to the sixth form allowing students to gain first-hand experience of Life skills whilst developing confidence and independence. Community links, enterprise and volunteering opportunities underpin the drive for students to succeed on their journey into adulthood.

Aims:

To best support learning for students, we have set out the following to support the learning journey:

- For all members of our community to respect and value each other.
- To ensure all students are provided with opportunities to be as functionally literate, numerate, communicative, and independent as possible in a range of settings.
- For all staff to have high and challenging expectations for everyone.
- To work with families to set targets.
- To liaise with other professionals to ensure that the holistic needs of each student are addressed.
- To regularly review and update our curriculum ensuring relevance for all students.
- To ensure that all students have access to a broad, balanced, differentiated and relevant curriculum.
- To support students and families with progression pathways for students at 14, including access to Further Education, vocational courses and work-related learning.
- To prepare students for the opportunities, responsibilities, and experiences of adult life, including the Gatsby Benchmarks.

Intent:

- Students are confident in their own learning and communicate effectively with one another, staff and when in unfamiliar surroundings.
- Independently approaching tasks but knowing when and how to ask for appropriate help and support when needed.
- Demonstrating resilience and initiative in their schoolwork and during home learning tasks- including study days.

- Active members of the community by participating in local activities and events both inside and outside of school.
- Making informed decisions when presented with choices to explore new interests and skills.
- Preparation for adulthood is at the heart of the curriculum: Living independently, Employment and training, Community and training, Good health.
- We strive to ensure students have good experiences in taking on responsibilities and developing their leadership roles. Throughout these, students undertake a variety of fundraising and enterprise projects. These link closely with the Gatsby Benchmarks which also guide students through key transition stages and encourage students to think about post 19 options.

Implementation:

We achieve our intentions by:

- Students to have exposure to new experiences to enhance learning opportunities.
- Students and staff voice for ideas and encourage all to embrace the new approach to learning.
- Strong ethos preparing for adulthood throughout the curriculum whilst encompassing the CIRCLE values.
- Networking and linking with Post 19 destinations to provide insight and choice for students' next steps.
- Parent/student workshops-Parental engagement.
- Frequent offsite visits to venues, shops, libraries, residential homes etc to build community links and give students the much-needed exposure to the community.
- Utilising a range of services available within the community that builds independence and confidence.

The curriculum that is offered across sixth form includes the following:

- Personal development– Community and collaborative based projects.
- Literacy/communication and Numeracy –broadens students' knowledge and skills.
- PSHE –strengthening the knowledge, skills, and connections to keep students and healthy.
- Transition –Students and families have access to an independent careers advisor to see suitable and relevant options for all students for post 19 steps.
- Health and well-being: healthy body, mind and spirit.
- Cooking-independent life skills to support healthy lifestyle and independent living.
- Expression and enjoyment through art and music and creative means.
- Enjoy the Love of reading and participation in stories.
- Preparing for adulthood and enterprise opportunities.

Gatsby Benchmarks:

We strive to ensure students work on meaningful projects that include fundraising and enterprise opportunities. These aim to promote engagement with different communities whilst providing tasters for students to manage responsibility and develop leadership skills.

Through the implementation of these projects, this support students making informed decisions about their futures.

To further students and families' decisions about future options, the Gatsby benchmarks are embedded throughout students' learning journeys. The implementation of the benchmarks provides guidance about transition points, next steps for destinations and types of settings appropriate for all students- regardless of need and information about paid or volunteering work. The 8 Gatsby benchmarks are introduced at Key stage 3 and continue throughout Key stage 4 and 5.

The eight Gatsby benchmarks:

- 1-A stable careers programme
- 2- Learning from career and labour market information
- 3-Addressing the needs of each student
- 4-Linking curriculum learning to careers
- 5-Encounters with employers and employees
- 6-Experiences of workplaces
- 7-Encounters with Further and Higher Education
- 8-Personal Guidance

Impact:

The impact of the Post 16 provision is demonstrated through the development of students who are:

- Active members of the local community.
- Able to develop/discover hobbies and interests.
- Road safety aware.
- Confident in unfamiliar places and engaging with new people.
- Informed of options available to them for post 19 and beyond.
- Able to have a sense of ownership of work and responsibility.
- Prepared for the next steps into their adulthood journey.

Quality teaching and learning

At Wilson Stuart sixth form, we pride ourselves on creating exciting opportunities for students' experiences. Enterprise opportunities and real-life learning is at the heart of our curriculum. In order to ensure each student can have the same opportunities, it is important to differentiate groupings, work and approach.

The SEN Code of Practice 0 to 25 (2014) highlights the need for a flexible approach to Education within a Special Needs Setting. The Code advises the adoption of a range of strategies that recognise the various complexities of need, the different responsibilities to assess and meet those needs, and the associated range and variations in provision, which will best reflect and promote common recognition of the continuum of special educational needs.

We acknowledge the importance of having specialised needs led classes where each class group is equipped and organised to meet the specific needs of the students.

The class environment respectfully reflects the needs of the students and focusses on highlighted needs and targets generated from their Education Health and Care Plans providing a personalised approach to learning.

Believe post 16 pathway overview

Believe 1	Formal/Life skills	GCSE resits/ Level 1 courses
Believe 2	Life skills	Entry Level 1, 2 and 3 courses
Believe 3	Life skills	Entry Level 1, 2 and 3 courses
Explore 5	Life skills	Pre-Entry
Inspire 4	Sensory	N/A

Believe 1 (Formal/Life skills Curriculum)

Students undertake a range of GCSEs and accreditations at Level 1 and entry level. These are accompanied by subjects that enhance PLGs, Circle values, PFA and Gatsby benchmarks.

- Princes trust award (Level 1)-Personal development and employability skills – Community and collaborative based projects.
- English and Maths –GCSE resits and entry level accreditations/challenges to ensure students have qualification to access colleges.
- PSHE –strengthening the knowledge, skills, and connections to keep students and healthy and safe and prepare them for life and work.
- Functional/applied life skills that focus on money, measures and time to support -travel training, shopping, enterprise, asking for help, road safety and purchasing goods.
- Transition –Students research and investigate what next steps are available to them at post 19 (Planning for future and transitions in life).
- Health and well-being: healthy body, mind and spirit.
- Cooking-independent life skills to support healthy lifestyle.
- Creative- Developing hobbies and interest through the arts.
- Preparation for adulthood –providing students’ opportunity for independent travel training and road safety awareness, building confidence in the community, building relationships, taking on responsibility and whole school projects.
- Promote the love of reading and take part in the whole school reading reward programme.

Believe 2 & 3 (Life skills curriculum)

Students undertake accreditations Entry Level 1, 2 and 3. These are accompanied by subjects that enhance PLGs, Circle values, PFA and Gatsby benchmarks.

- Princes Trust Award-Personal development and employability skills (Entry 3)/Community based projects that embed leadership teamwork maths/English skills.
- PSHE –strengthening the knowledge, skills, and connections to keep students and healthy and safe and prepare them for life and work.
- Creativity-To provide students an outlet to expressive themselves through creative art forms.
- Transition –Student cover topics about transition in life, talks about day care centres, types of living accommodation available, colleges etc. Ex-students give talks along with external agencies to provide insight.
- Functional/applied life skills that focus on money, measures and time to support -travel training, shopping, enterprise, asking for help, road safety, purchasing goods.
- Cooking-independent life skills to support healthy lifestyle.
- Health and well-being-Healthy body mind and spirit.

Explore 5 (SLD Life Skills Curriculum)

A thematic approach is used to promote the learning and development of students within this setting who requiring extensive differentiation to meet need.

The Equals curriculum ‘Moving on 14-25’ allows students to develop skills:

My Communication

My problem Solving

My Creativity

Students also undertake, PSHE, Music, Swimming PE and Outdoor learning, as well as preparing for adulthood

Inspire 4 (PMLD)

The Inspire curriculum is structured by the four broad categories identified in the SEND Code of Practice (Communication and Interaction; Cognition and Learning, Physical and Sensory and Social, Emotional and Mental Health). Priority learning intentions are derived from the EHCP in the four categories which are practiced throughout all aspects of the holistic curriculum. Through a sensory and play-based curriculum approach, we provide an individual curriculum for each student. Utilising the Engagement Model, identifying motivators and how to engage our students, we can tailor individual learning opportunities. Through our flexible and creative thematic approach to learning we offer new learning opportunities. However, repetition and routine underpin the delivery of the Curriculum to create consistent opportunities for learning.

Planning and assessment

Individual student performance and progress is recorded using Evidence for Learning (EFL). This recording process allows for student work and photographic evidence to be captured with

comments and next steps recorded. Any accreditations, programmes or other recognised learning opportunities can produce an electronic portfolio of which learners can be proud of on completion of their journey to post 16.

To continually improve the quality of teaching and learning, curriculum monitoring is carried out by the Quality of Education team along with the senior leadership team and subject leaders. Meetings with the Governing Body take place regularly to discuss projects, ideas and the work being undertaken by students.

Regular scrutiny of student's work, records, schemes of work, Long/Medium Term Planning documentation as well as lesson observations all promote high quality learning opportunities.

Ongoing targets/goals are set with families and school during annual EHCP meetings. These are documented and shared with students as Personal Learning goals (PLGs) and are encouraged and monitored regularly throughout all learning. These are tracked by the keyworkers and form tutors to support PFA.

PMLD assessment

Evidence capturing in relation to the PLG is collected using the Engagement Model on the Evidence for learning app. Next steps are generated from each piece of evidence which directly impact the quality of teaching learning opportunities, providing individual sequencing to learning. Judgements are made against the PLG's using an adapted version of MAPP (Mapping and Assessing Personal Progress) throughout the assessment rounds.

PSHE

PSHE & RE features across post 16 PSHE helps our young people to be safe, healthy and prepared for life's opportunities. In addition to our accredited courses, awards and key skills teaching, we observe and celebrate the cultural year with the school through assemblies, and festival days where we celebrate and learn about different cultures and religions. British values continue to be implemented as across the school.

Circle

The CIRCLE (Communication Independence Resilience Confidence Leadership Esteem) are the strong values that echo throughout all learning. These values underpin the curriculum and frequently visited during lessons to support the development of students.

The CIRCLE values are taught to ensure they are equipped with life skills that are transferable to different situations. They are celebrated through work and recorded alongside the preparing for adulthood and Gatsby benchmark outcomes. All these essential elements aim to create a holistic approach to each student's personal development and growth. These are often recorded and celebrated as achievements during assemblies and highlighted during daily learning.



Preparation for Adulthood

Preparing for adulthood is a fantastic opportunity for students to really develop their skills and get into the community. Students focus on practicing their skills in real life situations and develop confidence in new situations and environments and engaging with unfamiliar people. This promotes communication, decision making and confidence when applying learning to live situations developing independence.

Travel training

Travel training is a fantastic part of preparing for adulthood. We work very closely with Birmingham City council ensuring students, that it is appropriate for, to have the opportunity to work with an independent travel trainer. This consists of a mentor who liaises with families and students to risk assess travel route and provides a programme to develop confidence, knowledge and independence in using public transport- Buses, train trams etc.

This opportunity enhances independence and opens a new world for students to think about broader college opportunities that may have been limited by dependence on transport concerns previously. Students have also shown great appreciation for this learning and travel independently to school. Students also can apply for a free travel pass across the West Midlands which can then support visits to the community service and enhances the social opportunities that may have been limited before this. This initiative started in September 2022 and has been a great success and continues to grow.

Future options

Wilson Stuart has an independent careers advisor that provides students and families with guidance and information to allow for informed decision making during key transition points. This encourages students and families to think about more long-term goals and destinations for each student. The careers advisor also supports discussions around transitions during EHCPs which supports future action plans throughout key stage 3, 4 and 5.

To further support families and students, a future options events takes place. A variety of colleges and alternative provisions come to discuss and share information about their establishments. A range of routes and next steps are on hand to explore- Colleges (Mainstream and SEND) Traineeships, supported internships, volunteering work and day centres. Students and parents have the opportunity to gain an insight into establishments for families to investigate further next steps for post 19 settings and provisions.

Review and evaluation

This policy will be reviewed and evaluated annually. It will be updated with key information and aims to inform all involved of the best practice that sixth form at Wilson Stuart offers. Regular evaluations and work scrutiny takes place to inform decisions and we welcome input from students and families best support all our students.