

# High Grange

**Adaptive thinking, Communication, Emotional wellbeing, Independence**

Supporting learning & growth

## Post 16 Provision Policy

Last Update: **September 2025**

Responsible: **Principal**

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This policy promotes ACE because;



Our Post-16 provision policy is designed to promote adaptive thinking, effective communication, and emotional well-being for our students. Through bespoke timetables, students are supported to develop independence, problem-solving abilities and flexibility when faced with change. The curriculum emphasises practical and transferable skills, enabling our students to apply adaptive thinking in real-world contexts such as work placements and community activities.

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## 1. Our Aims

We aim to:

- Help every student reach their full potential.
- Provide a broad and balanced academic and vocational curriculum.
- Support students to become confident, independent and responsible young adults.
- Prepare students for life beyond school, including work, further education and community life.
- Ensure students feel valued, supported and motivated to succeed.

Our sixth form curriculum is highly personalised and designed around each student's strengths, needs and future goals.

## **2. Curriculum Overview**

Students in Post 16 will access a 30-lesson timetable. Each lesson will be 45-minutes in duration. Students in Post 16 will have individualised timetables and individual programmes of study tailored towards their career pathway and future destinations. Post 16 programmes of study will incorporate preparation for adulthood, careers advice, core academic subject's areas, academic subject option choices and vocational option choices. Students will have the opportunity to access work related learning/work experience opportunities both onsite and offsite.

Students in Post 16 access a combination of:

### **2.1 Core Subjects (compulsory)**

- English
- Mathematics
- Science
- Personal, Social and Health Education (PSHE)
- Physical Education (PE)
- Preparation for Adulthood

### **2.2 Academic Subjects (options may include)**

- History
- Geography
- Religious Studies
- Art and Design
- Design Technology (Wood, Metal, Food)
- Music
- Computer Science

### **2.3 Vocational and Enrichment Pathways**

- Duke of Edinburgh's Award
- Sports Leaders / Dance Leaders
- Arts Award
- AQA Unit Award Scheme (UAS)
- Photography
- Animal Care
- Engineered Learning
- STEM Venturi
- Supported Insight Scheme
- Work Experience and Work-Related Learning

Many students continue working towards qualifications typically taken at Key Stage 4 due to potential gaps in their education before joining the school. We fully support this and celebrate progress at every level.

### **3. Personalised learning**

The curriculum is ambitious and offers a range of opportunities for all students and are encouraged to participate and engage. Our aim is to develop self-confidence, self-belief, and self-esteem in students to inspire them to achieve, progress, maximise their potential and transition into adulthood to live independent and meaningful lives. Students will learn to work together co-operatively and build positive relationships with staff and peers.

Personalised learning is at the heart of effective teaching and learning. At High Grange School, we recognise the need to develop strategies that will allow all students to learn in ways that best suit them so that they may fulfil their potential. Each student has 'my ACE' targets and 'team ACE' classroom targets.

Every student follows a personal pathway plan which is reviewed regularly. This plan:

- Reflects their EHCP outcomes.
- Supports independence and life skills.
- Helps them prepare for their next steps after High Grange.

Students also benefit from our Post-16 Hub, where they develop independence and study skills in a more adult environment.

Various learning opportunities are made available to the students that take account of. These opportunities include:

- Investigation and problem-solving
- Group work
- Paired work.
- A range of experiences – fieldwork and visits into the community to reinforce class-based learning
- Outside agencies that come into the school to enrich the curriculum
- Additional therapy sessions that will enhance learning opportunities and reduce the barriers to learning.

We encourage students to take an interest in, and, where possible, a responsibility for, their own learning. Students are encouraged to review what they learn and the way in which they learn, and to consider things that can become a barrier to their learning.

### **4. Work related learning and careers**

Throughout their time in Post 16, students are encouraged to think about their futures beyond High Grange School. They should be considering a range of options including

further and higher education, apprenticeships, the world of work or volunteering. Information and guidance can be found through form tutors, our extensive PHSE curriculum, where careers are explored every year. The school also employs an independent careers advice company to deliver impartial careers advice to the post 16 students.

It is imperative that all students have gained work experience before leaving school. A systematic approach to work experience is taken, building up every young person's work skills in the post-16 phase of their education. The school has a broad range of work-related experiences that the students can encounter.

- Work-related learning: High Grange School have community work-related opportunities and links with: The mixing house restaurant, Charity Shops, Max and George dog trust, Happy Hens, World Peace Café, the link, West Mead cattery, the dogs trust, Co-op funeral care, Engineered Learning, First class lounge dog groomers, Leesbrook academy construction,
- Onsite work experience: Working with the Maintenance and/or the Physical Education department or mentoring younger students in lower and middle school through being a teaching assistant.

Other experiences that the students can participate in to help increase their awareness of potential career pathways include:

- Weekly STEM Venturi: Offering students the opportunity to complete STEM projects. These include: an introduction to BBC micro: bit, 3D designs and printing and designing your own arcade games.
- Monthly Supported Insight Scheme: Offering students employability and work ready skills. This also includes external companies coming into the school as well as employer insight days at their place of work.
- Weekly construction courses at Leesbrook Academy, giving students a greater understanding of working within a different environment.
- Parents are also consulted in relation to work experience / work related learning, to ensure that all parties are aware of the pupils upcoming experience.

## **5. Community use**

It is important that students are given the opportunity to transfer the knowledge they acquire into real life situations outside the classroom. Where possible, and relevant to the ability of the student, the curriculum will be accessed and enhanced through:

- Visits to local cafes, restaurants, cinemas, and local services to practise social interaction skills and money skills,
- Shopping experiences,
- Use of public transport,
- Visits to local gardens,
- Work experience with local businesses,
- Visits to school by local professionals /local companies / career talks by various professionals
- Access to local sport facilities,

- Access to local colleges,
- Visits to local libraries,
- Visits to musical venues.

These will be achieved during individual Community Access visits, which take place during the school day, supported by staff and focusing on the needs and targets of each student. College and work experience / work related learning placements are risk assessed carefully and staff in these locations are also informed about students' abilities and potential difficulties.

## **6. Student safety**

Student safety is our priority. As the students at post 16 are becoming increasingly independent, we look at exploring the wider world and that some perceived risks are going to be taken. In order to help prepare our post 16 students. We have a number of risk assessments in place to help students look at perceived risks and how they can mitigate these risks. For example travel training may be seen as risky to some of our students but with staff support and guidance, they can become independent travelling on public transport. The following risk assessments are in place to help to students and staff safe, for both in school and out in the community:

- Individual risk assessments for each student.
- Room, activity and off-site visit risk assessments.
- Regular reviews of behaviour and support needs.

All these procedures follow our Health and Safety Policy.

## **7. Spiritual, Moral, Social and Cultural Development (Cultural Capital) Including the Promotion of Fundamental British Values**

High Grange School has an extensive personal development curriculum and PSHE is taught across key stages 1-5. PSHE is mandatory subject. The school is part of the PSHE association. Personal development for each student is tracked through grid maker.

High Grange School Places Spiritual, Moral, Social and Cultural awareness and development at the core of its ethos and curriculum. The school recognises the importance of providing opportunities to develop the social and emotional aspects of learning and takes guidance in establishing the government objectives as part of the whole school curriculum approach. All students are encouraged to develop their spiritual, moral, social, and cultural awareness through opportunities throughout their day-to-day learning, whether via the curriculum or in their interactions with each other and the people and environment around them. The school actively promotes Fundamental British Values, cultural capital, and protective characteristics through the SMSC Policy which is embedded across the curriculum.

'Cultural Capital' opportunities are planned for across all subject areas in post 16 and incorporate.

(Refer to PSHE policy, SMSC Policy and Cultural Capital Policy and each subject curriculum folder.)