



## **Pendle Community High School & College**

Post 16 Study Programmes Offer Updated September 2022

In post 16, the curriculum offer is designed to prepare young people for their next step into the adult world. The Post 16 offer reflects the 4 key drivers of our school and college curriculum intent, our core values and the Preparing for Adulthood agenda.

The four school and college curriculum drivers intend to support all students in developing independence, improving communication including social interaction, learning how to be more safe and having positive health and wellbeing, alongside developing employability skills and accessing workplace opportunities.

The Preparing for Adulthood agenda has its own four drivers of **Employment, Independent Living, Friends, Relationships & Community** and **Good Health**.

From year 9, transition plans are put in place ensuring there is a clear and appropriate pathway for all learners to gain knowledge and skills for future learning and their next steps. All college learners join a study programme suitable for their needs pre-entry to Level 2

**Independent Learners** are students who are able to communicate with some fluency and who are able to make reasoned choices, work and act co-operatively in small groups and with varying levels of support, work independently.

These students are on planned study programmes focussed on helping them achieve qualifications and helps them prepare for employment and adult life. The study programme is accredited from Entry Level 2 up Level 2.

The qualifications for these students may include:

- Functional skills in literacy, numeracy and ICT.
- Prince's Trust Achieve programme Award or Certificate in Personal Development and Employability skills
- NFCE Level 1 and/ or 2 In Catering.

**Supported Learners** are students whose learning is supported through structured patterns of communication and social activity to enable them to develop positive social behaviour. For our supported learners, severe and/or complex needs, a study programme to develop independent living skills is appropriate. This applies to students for whom either substantial qualifications or preparation for independent employment are not, at this stage in their lives, a suitable option.

Study programmes leading to qualifications at entry level 2 and above are not suitable for these learners.

**The study programme for supported learners includes:** life skills to promote their personal skills for living as independently as possible within the parameters of their individual needs, work related learning opportunities / work skills required for unpaid employment / volunteering and community projects. Continued development of their communication / literacy , numeracy , ICT skills to support and underpin their personal and life skills.

This study programme may include accreditation in the form of AQA Unit Awards and National Programmes such as the Gateway Award.

The study programme for independent and supported learners is mapped out to encompass the 4 areas of the preparing for adulthood agenda.

The study programme extends beyond the scope of qualifications by including a wide range of experiences and activities so that students can use and apply their skills and knowledge in real situations / events. Examples include preparing the Headteacher's Christmas buffet, the Prom, the Awards presentation refreshments, the school and college Christmas Fair and hosting charity events such as a Macmillan Coffee afternoon.

**Experiential Learners** are students whose needs are met primarily through experiences and activities which are multi-sensory and stimulate learning through kinaesthetic approaches and the senses of touch, hearing, taste, sight and smell. (These learners are at the early stages of development P4). Experiential learners focus on communication (their preferred mode), physical development needs and independence / leisure.

These learners access a study programme which includes the Equals Moving On programme where they can achieve awards to celebrate their achievements. The study programme is highly personalised with a focus on access to appropriate resources such as rebound and hydrotherapy.

All learners have access to external agencies according to need as set out in their EHCP; the transition team, speech and language therapy support, physiotherapy, occupational therapy, hearing and visually impaired advisory service, multi-sensory impaired specialist teacher and community nursing services.

In addition to the core curriculum, Pendle Community College offers opportunities in the following:

- Personalised learning packages
- Individual education plans and personalised targets.
- Student Council events e.g. fundraising, open afternoons
- 14 to 19 groups (KS 4 and 5) e.g. Duke of Edinburgh, Mini enterprise activities, The Workshop, small animal husbandry, STEM activities, Gateway Award, Community projects, horticulture etc.
- Students are taught alongside peers with similar needs with plenty of opportunities for socialising and peer to peer support

The study programmes at Pendle Community College are based on different modules throughout the year but planned so that pupils can achieve depth and progression in their learning. Programmes are provided to enable students to use and build on prior learning and knowledge, and to continually develop key skills.

In addition, gaining employability skills and personal development are approached through

- Employer encounters via workplace visits, employer networking events, employer visits, talks from employees from different employment roles
- Work related learning opportunities in the curriculum
- Serial and block work experience placement opportunities (internal opportunities and external providers)
- Personalised learning packages
- Individual education plans and personalised targets.
- Student Council events e.g. fundraising, open afternoons

- 14 to 19 groups linked to work related learning and community
- Students being taught alongside peers with similar needs with plenty of opportunities for socialising and peer to peer support

### **Graduated approach to work experience and work-related learning**

Work experience opportunities are provided internally and externally on a continuum of graduated support. Serial and block work experience placement opportunities - internal opportunities and external providers.

Students are offered a wide range of opportunities, recognising where possible, their interests and based on student feedback from their encounters with employers and Future Skills Questionnaires.

**Externally** this may include:

- groups supported by staff members e.g. Boothman Park - housekeeping and grounds work, Towneley Park
- small groups supported by staff members e.g. The Good Life Project
- individuals / pairs supported by staff members e.g. St John's Community lunch
- where appropriate, individuals would attend work experience placements independently

**Internally** this may include:

- on site with providers such as Digital Advantage on specific projects
- on site with Lancashire Catering Group in the campus kitchen
- on site with Equans site team
- on site with admin, Nurses, technicians

### **Employer encounters**

- work place visits e.g. ASDA, Network rail,
- employer networking events e.g. the Slice is Right
- employer visits e.g. Shell, local businesses, Pendleside Hospice
- employee talks from different employment roles e.g. admin, Equans, ex students

### **Work related learning opportunities within the curriculum**

- Catering Kitchen
- The Workshop
- Youth Social Action such as WildED projects
- our own college coffee bar / café,
- community shop / café
- mini- enterprise
- fundraising events,
- volunteering,
- community action projects
- digital agency
- office skills
- STEM activities
- supporting lunch clubs in school

At the end of the study programmes, independent and supported learners are more able to demonstrate the consolidation and application of literacy and numeracy skills in practical real-life situations, so that they can transfer these skills to situations and activities required for independent living and support access to future employment.

Students will be better able to identify some of the principles of healthy living, including physical and mental health in order for them to understand how to maintain good health. This will enable them to demonstrate improvement in their perceptions of having a positive self-image, self-belief and increased self-esteem.

Students will demonstrate increased independence skills including, problem solving skills required for, safety awareness in personal and work - related situations and a range of independent living skills such as meal preparation, budgeting, independent travel, household tasks.

Students will also demonstrate deeper understanding of and ability to participate in social situations and friendships to enable them to participate in a wider range of social activities in school / college and in the local community and to support access to future education and employment.

**Experiential learners** will increasingly be able to show interest in other people, the environment, or objects, such as by actively exploring the environment, initiating interaction or looking for things that interest them. Some will more consistently communicate wants, needs and choices enabling others to understand them so that they continue to develop relationships with a wider range of peers and staff, and can enjoy participating in social activities in the wider community. They will continue to develop understanding to make predictions and connections about what is going on around them in a range of situations which will enable them to feel safe and confident in social activities in the wider community and enhance self-help skills. Students will continue to develop independence and self-care skills, such as dressing / undressing, washing etc. enabling them to be as independent as possible within their own parameters. Students will maximise and where possible continue to develop gross and fine motor skills to enable them to be more independent, stay safe, make more choices in order to participate safely in a greater range of activities in the community.

Teachers have high expectations of all learners and evidence of this is demonstrated in progress data and KS5 accreditation results. Impact is also recognised in students' contributions, questions and enthusiasm in lessons and participation in organised activities.

Pupils further develop their abilities in the 4 key drivers of the curriculum. Some pupils will become more confident in analysing their own work and expressing views and opinions of the world around them. The depth of knowledge that pupils will attain will vary but all will demonstrate progress from their individual starting points.

Pupils will have also learnt about careers and related work opportunities that are accessible for them in the local and wider community. This is enhanced by visitors to school, educational visits and fieldwork which provide opportunities for further relevant and contextual learning.

### **The National Careers Service**

Students are signposted to the National careers service which provides free impartial information, advice and guidance on education, training and work to adults and young people aged 13 years and over. Individuals can access support through a website, telephone helpline and web chat service. <https://nationalcareers.service.gov.uk/>

### **National Citizens Service**

Designed for 16-17 year olds, NCS is a youth programme that runs every summer during the school holidays. NCS deliver information about their programmes to year 11 and 12.

<https://wearencs.com/what-is-ncs>

### **Gatsby Benchmarks**

PCHSC uses the Compass + tool to plan and evaluate activities against the 8 Gatsby benchmarks. We work closely with the Careers and Enterprise coordinator from Inspira, and our Enterprise advisor Paul Hartley from Insitu (a community-focussed arts organisation, embedding art into everyday life in Pendle). We are meeting all 8 benchmarks. See latest report July 2022.