



Further Education Policy

Approved by:	Governing Body	Date: 30 th November 2023
Signed by:	(Chair)	
Last reviewed on:	September 2024	
Next review due by:	Autumn 2025	

Vision

Creating opportunities; developing independence

Mission Statement

All students will receive relevant experiences and age-appropriate opportunities to prepare for life after school; in a safe, enjoyable and caring learning environment.

Introduction

The Oaks Sixth Form opened in September 2005. The department currently comprises of four classrooms, a life skills suite, garden area, office/chill out room, toilets and a specialist changing area. Students also have access to facilities in all areas of the main school. The sixth form curriculum is designed to prepare young adults for life beyond school and adulthood. It is tailored to meet individual needs developing Independent Living skills, Employability skills, Good Health, Friendships and Relationships as well as confidence to progress on to the next relevant course or programme.

Definition

Further Education refers to the curriculum provided by The Oaks School in sixth form classes and to extra educational opportunities provided through work experience, enrichment activities, educational visits and residential experiences. The sixth form caters for young people aged 16 to 19 with severe or profound and multiple learning difficulties. Students can access this curriculum for up to three years. However, there is a flexible transition programme which means that students can begin and leave at a time that best meets their social, emotional, health and academic needs.

Scope

This document encompasses the aims, principles and strategies for the teaching and learning of students in The Oaks Sixth Form.

Rationale

Young people should leave The Oaks equipped with the knowledge, skills and understanding necessary to cope with the individual challenges of life beyond school and prepare them for adulthood. They should have good personal and social skills and the ability to keep themselves safe and healthy. They should also be ready to make the next step in their life successfully.

An opportunity for some students to focus on these aspects of education, post 16 will enable them to be better equipped to make life choices and to be more independent and confident when leaving The Oaks.

Entitlement

All students are entitled to a broad, balanced, differentiated, personalised and relevant curriculum appropriate to their individual needs. The curriculum is structured and sequenced to ensure progression and continuity for all. There are inbuilt opportunities for consultation and negotiation with students over content, taking into account their needs and interests. All pupils attending The Oaks Sixth Form and their families will be supported to source and access

appropriate further education or other suitable opportunities when they leave The Oaks Sixth Form that meet individual needs.

Students with severe or profound and complex learning difficulties will be offered a place in The Oaks Sixth Form. Students may have the opportunity to spend some time in the college/course of their choice in preparation for moving on in the future. All parties must agree that the curriculum opportunities that can be made available will meet the needs of that young person.

Aims

The aims of further education at The Oaks Secondary School are:

*To meet the needs of every student through a collaborative approach where staff, students, parents/carers and other professional contribute.

*To develop and maintain skills and concepts appropriate to their individual needs through a life skills based curriculum.

*To provide a sensory/therapy based curriculum for those pupils who have profound and multiple learning difficulties.

*To develop a range of personal qualities including; social skills, spiritual, initiative, confidence, reliability, adaptability, creativity, enthusiasm, self-esteem, resilience and independence.

*To continue to develop skills in the key areas of English, Mathematics and computing for all students, building on their previous attainment.

*To develop knowledge and develop skills relating to British Values; democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

* To develop and maintain an understanding of moral, social and cultural issues enabling them to participate effectively in their environment.

* To encourage students to make decisions, experience the consequences and use this information to inform future actions.

*To develop a sense of pride in their achievements and a feeling of being valued.

* To develop the ability to make and maintain positive relationships.

* To develop a means of appropriate and effective communication.

Principles and Expectations

Students in the Sixth Form are treated as young adults. They are encouraged to take responsibility for their actions and deal with the consequences thereof.

Students are expected to comply with the school rules, show increasing maturity and take a lead role in, and contribute to, the school community.

Subjects are taught according to pupils' individual needs. Targets are set across the key areas: Employment, Independent living skills, Friends relationships and community and Good Health. These are reviewed regularly as well as at the annual review meeting.

On entering the Sixth Form, students are identified to work towards different accreditations/targets in a range of areas depending on their ability and prior attainment. These include Award, certificate or diploma in Personal Progress and for more able students a Diploma in Independent Living at Entry level 1, 2 or 3, as well as English and Mathematics skills at Entry 1, 2 or 3. Other qualifications may also be offered eg Food hygiene or first aid.

Social mobility is encouraged and we aim for every student who is able to use public transport, have good road safety awareness and access local amenities independently by having access to these experiences on a weekly basis.

All subjects taught to students have a practical basis and are taught with reference to or in real life situations.

Students are taught how to make good life choices and experience different activities and situations. This enables them to make informed decisions about their own life in the future.

Links with local colleges provide students with the opportunity to experience visits to give them knowledge of what is on offer for their next stages in life. Students also learn to deal with less familiar adults, use the catering facilities and find their way around a new venue.

Students will also access work experience placements where appropriate depending on interests, skills and opportunities available.

We feel it is important for students on the verge of leaving the secure and familiar school atmosphere to experience a wide range of extra-curricular experiences. Residential experiences can provide the opportunity for pupils to try out their independence and social skills in a variety of contexts.

Enterprise and Vocational schemes and activities are operated in order for students to take part in co-operative planning and working, and to develop an understanding of work-based activities. Work experience opportunities are provided, where appropriate.

An additional range of diverse experiences are provided in order for pupils to develop their own interests which they may pursue into adult life. Using a modular framework, students can experience, drama/dance, first aid, horticulture, pet care, childcare, sports and art activities.

Teaching Strategies

A variety of teaching strategies are used, namely;

- Grouping by individual ability in lessons to promote high standards and appropriate levels of teaching and learning
- Grouping by choice in art/ drama sessions
- Grouping by age to develop peer relationships
- Whole class work
- Mixed ability groups to promote co-operative working with support as required.
- 1:1 Support for some individuals
- Productive questioning
- Modeling
- Scaffolding
- Practical activities
- Real life experiences
- Specialist teaching / interventions
- Multi-sensory experiences
- Community visits
- College links

Assessment, Recording and Reporting

All students in the Sixth Form will have an Education Health Care Plan (EHCP). Individual personalised targets are set and reviewed on a regular basis. Targets are also set within lessons as part of assessment for learning. Progress is monitored through unit assessments using personal and teacher assessment strategies.

Students' achievements are accredited through a range of areas depending on their ability. These include an award, certificate or diploma in Personal Progress and for more able students a diploma in Independent living at Entry level 1, 2 or 3, as well as English and Maths skills at Entry 1, 2 or 3.

This work is externally moderated and certificates presented during assemblies, celebration evenings and on leaving school.

Pupils with complex needs progress is shown using 'Evidence for learning'.

More able pupils collate the evidence using paper based evidence and photographs. This enables staff to record experiences and progress in line with the Sixth Form curriculum and their personalised EHCP targets. Staff can also link these achievements with the 'Progression' assessment program.

Pupils are assessed using 'Progression' for all subjects taught and experienced, these include: English, Mathematics, Domestic skills, Personal hygiene awareness, Out and about in the community, Food preparation, Leisure and recreation, Vocational and enterprise skills.

Parents and carers are informed of progress through parents' evenings, written reports, class Dojo, emails and the statutory annual review meetings. We encourage parents to contact the school if they have any concerns or queries.

Reviewed: Jan 2014 RD
Reviewed : Feb 2015 RD
Reviewed : Feb 2016 RD
Reviewed: Sept 2016 RD LD AH
Reviewed: Oct 2017 RD
Reviewed: Feb 2018 RD
Reviewed: April 2018 RD LeeD
Reviewed : Nov 2018 RD
Reviewed: June 2019 RD
Reviewed : July 2020 RD
Reviewed : Sept 2021 RD
Reviewed : Sept 2022 RD
Reviewed : Jan 2023 RD
Reviewed : Nov 2023 RD
Reviewed : Sept 2024 RD

Appendices

NOCN Award, certificate or diploma Personal Progress
NOCN diploma in Independent living
NOCN Award in English and Maths skills
The Oaks Sixth Form Action Plan
Sixth Form prospectus
Preparing for adulthood guidance