



RIPPLEVALE  
SCHOOL

# Curriculum Policy

## Post 16

Date of issue: 27.07.2022

Review Cycle: Annual

Next Review Date: July 2023

Ripplevale School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy

should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values:

***Ripplevale School provides a caring learning environment where our students make meaningful progress, relative to their individual starting points. Our aim is to encourage them to develop appropriate personal, social and employable skills enabling them to become confident, independent and aspiring young people***

While this current policy document may be referred to elsewhere in Ripplevale School documentation, including particulars of employment, it is non-contractual.

The school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)

Ripplevale School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Ripplevale School.

The policy documents of Ripplevale School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

## **Curriculum Intent**

Our aim is for every one of our pupils to leave Ripplevale School as independent and socially competent adults. We want them to be healthy, able to access employment, gain job satisfaction, learn new skills, and to be eager to continue learning. As well as continued learning and the opportunity to gain further academic and vocational qualifications, we teach students many life skills such as independent travel thus helping them gain the confidence to move forward into adult life.

Post 16 provides a curriculum tailored to students' individual needs. The facility provides a transition between School and post 19 pathways such as further education - college, apprenticeships and work experience.

## **Implementation**

We implement this through the following foci:

- Learning reflects students' outcomes as specified in their Education, Health and Care Plan. For some students this means that they have a highly personalised timetable to address very specific needs.
- A range of interventions are available to address these needs including: Speech and Language Therapy, Occupational Therapy, Sensory Circuits, Numeracy and Literacy intervention, Visual Perception, Mindfulness, Emotional Regulation and Counselling.
- For all students, there is a clear focus on increasing independence and giving students a range of experiences to inform their progression towards adulthood. Preparing and equipping them with the strategies to cope with the world outside of home and school.

- On-going support and liaison with post 19 provisions working towards enabling students to become independent in FE or employment.
- Students have access to post 16 self-contained areas to enable the development of an adult ethos around rights and corresponding responsibility.
- Students are taught in small groups.

### Selection procedure

- Discussion with students and parent contact about curriculum and life skills needs. Post 16 destination [preference made formally in annual review meeting.
- Selection of vocational courses run at Ripplevale school through student and parent selection and school perception of needs.
- Independent Advice and guidance (CXK) Given to students from KS3 upwards.
- Transition for year 11 includes a two week period in July where students can experience the selection of vocational courses and become familiar with the provisions environment and staff.
- Transition to college includes tours for all post 16 students at regular intervals throughout the year, Once students have identified courses or areas of interest then curriculum meetings and taster days are arranged and supported by school staff.
- Further meetings are arranged with college liaisons to discuss support needs.
- Attendance in 6<sup>th</sup> form is by invitation and is not guaranteed for all pupils, some of whom may not require the additional levels of support offered.

### Curriculum

Subjects undertaken in Key Stage 5 are selected from the following. Actual timetable configurations depend on previous achievement, option choices and whether or not students are continuing with further study in English and Maths:

Subject	Curriculum area
English	Linguistic
Maths	Mathematical
Creative iMedia	Technological
Catering	Human and social/ Creative education
Construction	Technological/ Creative education
Lifeskills	Human and social
PSHE	Human and social
Design Technology	Technological/ Creative education
Art	Creative education
History	Human and social
Music	Creative education
Food Technology	Technological/ Creative education
Outdoor Learning	Physical and aesthetic

PE	Physical and aesthetic
Careers	Human and social

Long-term plans and medium term plans and allied schemes of work for all elements are all stored on the school network.

- Post 16 students work towards their choice of vocational qualification from Catering and Hospitality, Construction and Creative Media.
- The post 16 curriculum is individualised to meet students' needs, interests and aspirations.
- All students who have not achieved grade 4 in Maths or English are expected to undertake directed study time to enable appropriate retakes of GCSE exams, functional skills exams or stepping stone programmes such as entry level certificates..
- The additional range of curriculum areas covered includes travel training, PSHE, Careers programmes including work experience, relationship education, drama, outdoor learning, science, life skills and opportunities for physical education sessions each week. PSHE and SMSC provision ensure that students learn about protected characteristics and British Values in order to recognise the individuality, beliefs and views of others.
- We offer additional GCSE or other qualifications aimed at supporting future FE places for those students that have achieved a pass grade in English and Mathematics GCSE's, these currently include; A-Level English, GCSE English Literature, Gateway Public Services, Level 3 Information Technology, Level 3 Award in Supporting Teaching and Learning and GCSE Physical Education.

### **Post 19 Links**

Close links are maintained with ASD support at each of the local college groups campuses. Tours of various provisions and campuses are scheduled throughout the academic year. Arrangements are made in discussion with parents/carers, student and provision staff.

Following a successful consultation process from the local authority further transition activities are arranged with the college or destination provision including curriculum meetings with staff and taster sessions. These are arranged and supported by the school and allow the students to attend the provision and sample subjects, staff, support and the overall environment.

### **Work experience and careers guidance.**

All post-16 students have access to independent advice and guidance through CXK and at least one work placement during their time in the 6<sup>th</sup> form. Some vocational courses offer work experiences opportunities weekly as part of the course.

Careers lessons are run in school as part of the weekly timetable from years 7-13 and also over 3 full themed careers days across the year. In addition CXK provide 1:1 guidance for all students years 9-13 annually and work experience is arranged. Careers programmes are linked to Unifrog software and education programmes and are made accessible to parents and students at home for them to explore apprenticeship opportunities, further education options and complete set actions. Activity can be tracked by tutors and feedback given online.

**Statement objectives**

All student education health care plans are scrutinised and social and behavioural areas addressed through curriculum activities for each student.

**Impact**

The impact the curriculum has is measured through regular review of student provision plan strategies and set targets, discussions at annual reviews, progressions through the skills builder SEND framework and externally assessed accreditation and student destinations.