

QUALITY MANAGEMENT SYSTEM			
Policy/Procedure:	HGS FSC29	Page:	1 of 16
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Policies will be reviewed annually or when there are changes to practices and legislation.

Policy/Procedure Name:	Post 16 Provision Policy
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1. Curriculum Overview

It is the school's aim to maximise the potential of every individual student and ensure they have access to an ambitious and balanced academic and vocational curriculum that provides wide and varied opportunities with positive individual learning outcomes.

The High Grange sixth form curriculum is based on a secondary model; core mandatory subject areas are English, Mathematics, Computing, Science, PHSE and Physical Education. Academic 'option' areas include Physical Education, Music, History, Geography, Religious Studies, Politics, Art and Design, Design Technology with

metal and woodwork, and Food Technology. The school has specialist facilities, teachers, and rooms to provide this curriculum. The vocational curriculum includes:

- The Duke of Edinburgh's Award
- Dance Leaders
- Sports Leaders
- Sport Volunteers
- Arts Awards
- AQA Unit Award Scheme (UAS)
- Photography
- Animal Care
- Preparation for Adulthood
- Engineered Racing / Engineered learning.
- Work Experience / Work Related Learning

High Grange School offers a highly individualised post-16 Curriculum. There is an expectation that students will have greater responsibility over their own learning. Students will have access to an ambitious and flexible curriculum on site at High Grange School with access to level 1, 2 and 3 courses. There is a strong focus on preparing students for independence and adulthood post High Grange School and ensuring they can function as independently as possible. This is undertaken through students completing a personal pathway plan that clearly identifies the students pathway as they move towards leaving High Grange School. This will allow the students to take autonomy over their future and work towards increasing levels of independence. High Grange School has also opened a post 16 hub for its sixth form students. The students can access the 'post 16-hub' independently – (they have been issued with sixth form ID and a gate pass) This has added a further dimension to our post 16 offer. It allows students to develop further skills and knowledge that will prepare them for life after High Grange School.

The majority of sixth form students continue with their academic and vocational studies, during post 16 as some students are still working towards nationally recognised exam-based qualifications and vocational qualifications. This is mainly because many of our students have missed parts of their education due to failed previous educational placements. There are often gaps in their knowledge and skills when commencing our sixth form provision. Therefore, it is typical that our sixth form students are still working towards accreditation often associated with key stage 4 students.

The school has strong college links with mainstream colleges (Derby College /Burton and South Derbyshire College) and alternative higher education establishments, which provide further accredited learning opportunities. High Grange School provides work-related learning placements in a wide range of careers based on individual student aspiration. Accreditation at High Grange allows students to achieve at a variety of levels including ASDAN, AQA UAS (Unit Award Scheme), Entry-Level, BTEC, Functional Skills at level 1 and 2, GCSE's and the opportunity to study level 3 courses including AS and A-Levels.

Our sixth form students have access to our extensive multi-disciplinary team that includes, Speech and Language Therapy, Occupational Therapy, Clinical Psychology, Psychotherapy, trained Pastoral and counselling support, dyslexia and dyscalculia specialist, school nurse and parent liaison officer. The students can access individual 1-1 individual therapy sessions and small group sessions.

2. Ethos

The school ethos is to provide a highly specialised and individualised learning environment for children and young people who have an autism spectrum condition. The school provides an environment of high expectation and high achievement whilst focusing on the student's individual needs. High Grange Schools ethos has evolved and become more focused upon targeting each student's 'autism spectrum condition' and 'quality of life' through the school's whole school ethos **ACE**.

- **A**daptable Thinking
- **C**ommunication Skills
- **E**mootional Well-being
- The over arching – fundamental aim is for students to become as **INDEPENDENT** as possible.

The school has clear associated core values that focus upon 'enriching lives' and encourage students to develop, grow, achieve, and enjoy the skills they need to live as independently as possible, make real life choices and lead enriched and happy lives.

3. Whole-school Curriculum Aims

The curriculum is ambitious and offers a range of opportunities for all learners and students 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 in order to live independent and meaningful lives. Students will learn to work together co-operatively and build positive relationships with staff and peers.

The Sixth form curriculum aims to:

- Allow students to 'Know more, remember more and do more.'
- Students gain knowledge and skills that will impact on their adult lives.
- Students will access a curriculum that is taught beyond the classroom. Students will develop personally, socially, morally, spiritually, and culturally.
- Provide an ambitious curriculum, with clear intent, that all students have equal opportunity to access.
- Meet the needs of each student through a carefully planned programme that is implemented and supported across education and specialist therapies.
- Plan, monitor and review ACE + independence targets set against individual EHCP outcomes.

- Review the needs of each student regularly with a view to setting appropriate, relevant, and meaningful targets in his or her ACE targets.
- Offer comprehensive access to a range of accredited subject and vocational course including, ASDAN, AQA UAS (Unit Award Scheme), Entry Levels, Functional Skills, BTec, GCSE's, AS level and A level study. High Grange School can offer various level 3 courses through its embedded college links.
- Access to an extensive and individualised PFA curriculum that is resourced with a PFA full time teacher.
- Provide opportunities for students to make informed choices about their future. HGS will support students with applications for identified next steps – post 18 /19 – years 13 and 14.
- HGS will fund students who want to attain specific coaching qualifications / awards from a range of governing bodies. This will be requisitioned on an individual basis. This can be a coaching qualification, or a specific job orientated award (e.g., lifeguard qualification / FA coaching badges / Security qualification / First Aid qualification / driving license/becoming a barista)
- Provide access to work-related learning to prepare students for an adult life, in which they can take their place in the community and become active citizens.
- Students will have access to alternative provision – such as Engineered Learning / Engineered Racing and Animal Care.
- Onsite External Career advice through 'Futures.' Internal careers advice through 'Talentino' early careers development.
- Visits to FE college / Universities prior to applications – supported by HGS staff.
- Develop awareness of what relationship and sex education through mandatory PSHE lessons
- Access to the schools MDT team with a clear focus on independence and how to successfully transition into adulthood whilst being able to use and transfer the knowledge and skills gained at HGS.
- Offer other non-qualification activities to develop students' character, broaden skills, attitudes, and confidence, and to support progression, through the students personal pathway plan.
- Review, monitor and track each student's progress against their set targets.
- Provide work experience / work related learning to allow students the opportunity to follow their chosen career pathway. Students will transfer, apply their skills and knowledge in the world of work.

4. Personalised Learning

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.

Various learning opportunities are made available to the students that take account of visual, sensory, auditory, and kinaesthetic learning styles. Such opportunities include:

- Investigation and problem-solving
- Research and finding out.
- Group work
- Paired work.
- Independent work
- Whole-class group tasks
- Asking and answering questions
- Use of ICT / computing
- 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
- Creative activities
- Discussions, role-plays, and presentations
- Designing and making things
- Participation in athletic or physical activity
- 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 (brain, book, buddy, and boss). Students are encouraged to review the way in which and what they learn, and to consider things that makes their learning difficult.

5. Quality Teaching

Characteristics of this are:

- Students have a good understanding of the expectations and routines that exist within school.
- Students and staff are respected, trusted, and valued as individuals and as members of the community.
- Students can work in an atmosphere that is safe, welcoming, stimulating, and inclusive.
- Students are given the opportunity to work collaboratively and individually.
- Students are offered an ambitious and carefully planned curriculum to their individual needs.
- Students are supported to gain knowledge and skills and make progress over time.
- An emphasis on learning through communication and appropriate interaction, with an expectation where possible that students with support and relevant feedback will accept some responsibility for their own learning and be involved / informed of future target setting.
- Students are appropriately stretched, challenged, and stimulated in a manner that allows them to understand the purpose and direction of their learning. Students know how the knowledge and skills gained benefit them later in life.
- Teacher questioning, modelling, and explanations are at an appropriate level.
- Students' tasks set have clear intent and are consistently implemented.

- Positive attitudes to learning and achievement.
- Clear expectations for behaviour, attitude, and engagement
- Detailed schemes of learning that give an overview of the half terms work and informs students what they are expected to learn.
- Schemes of learning will include opportunities for cultural capital, fundamental British Values, and protected characteristics.
- Curriculum folders will plan for Cultural Capital, team ACE and for each subject and vocational course there will be clear curriculum intent, implementation, and impact.
- Access to relevant schemes of learning across academic and vocational curriculum. Clear cross curricular themes.
- The school has clear learning maps across all subjects and key stages. Curriculum folders provide long term planning.

6. Monitoring Student Progress

The senior leadership team will monitor student progress through:

- Specific focused book trawls and learning walks.
- Lesson visits
- Teacher 3 phase teacher review – focus upon curriculum intent, implementation, and impact.
- Bi-weekly academic board meetings
- Termly meetings with school improvement partner Clare Considine (Ofsted inspector)
- Analysis of B Squared assessment / connecting steps data for every student in Key Stages 1 and 2 across all subjects, Key Stage 3, key stage 4, and post 16 key stage 5 academic and vocational assessment is tracked and linked to all accreditation studied. HGS has its own academic and vocational student progress tracker.
- Annual education and progress reports
- ACE targets are the vehicle that the school uses to achieve individual education, health, care plan outcomes through 'my ACE' targets. In the classroom focused 'team ACE' targets / outcomes are set in classrooms
- Individuals' Annual EHCP Reviews that inform parents and authorities of student's progress.
- Analysis of key stage 5 tracker using assessment points - 6 formal assessment points throughout the academic year – these are recorded on HGS student progress tracker.
- Attendance at school
- Attendance of students in lessons
- Termly ACE review of targets set with keyworker and key therapist of the MDT team.
- Baseline assessment undertaken within the first 12 weeks of students being placed at High Grange School in English, Mathematics and Science.

7. Focussed Assessment

Secure knowledge of each student's progress is a core element of teaching and learning at High Grange School. Key stage 5 progress is assessed on the school's progress tracker. This incorporates all academic subjects and vocational areas. Schemes of learning provide clear half termly learning journeys Fundamental to our formative assessment procedures is Assessment for Learning (AfL). A range of AfL strategies are used in the classroom: -

- Post 16 Teachers use learning objectives and learning outcomes.
- Success criteria, where possible, are agreed by the students and teacher.
- Where possible, self and peer assessment are used against the success criteria of half term learning journeys.
- Students in key stage 5 will have ½ termly assessment points.
- Students will review their own learning with the support of ½ term learning journeys.
- It is the expectation that all the students will be engaged in their learning and receive immediate, accurate feedback on their progress.
- Termly review of 'My ACE' targets. Lesson by lesson feedback against 'TEAM ACE' targets.
- Students will receive feedback in their books / folders as per marking policy.

Assessment at key stage 5 is tailored towards individual requirements and interests and therefore examination and accreditation courses will be offered from entry level 1 to level 3. This will include entry level accreditation, functional skills, Btec's, GCSE's, 'AS' levels 'A' levels where deemed appropriate. Each accreditation / examination course has its own assessment criteria.

Secure knowledge of each student's progress is a core element of teaching and learning at High Grange School.

8. Equal Opportunity to Access Curriculum

The school offers an inclusive curriculum which is differentiated and tailored to meet the range of abilities, interests, and aspirations of our students, ensuring that all students have an equal opportunity to succeed.

9. Progression

Students at High Grange School may present a 'spiky' profile. Previous learning may reveal inconsistencies and therefore gaps in knowledge, skills and understanding. Carefully planned sequential progression according to individual needs allows students to gain knowledge and skills over time.

10. Differentiation

The teachers will differentiate the curriculum by:

- Individual assessment of learning
- Clear implementation of the curriculum that will impact on each students individual learning journey.
- Task / activity/ subject / accreditation
- Varying adult support
- Independent learning, group learning, paired learning, or peer support
- Providing a variety of learning environments
- Accommodating individual learning styles.

11. Gifted Students

High Grange School staff recognise that some students may have an elevated level of knowledge, skills and understanding in a specific subject area or vocational area. High Grange School will promote and encourage students' knowledge and skill acquisition over time. High Grange School will provide opportunities for students to excel and achieve in their specific area of strength. (See Gifted and Talented Policy.) Students will take accredited courses early in subject areas of strength. Students will have access to a 'super curriculum' to build their knowledge and skills in areas of strength and interest.

(Refer to HGS Gifted and Talented Policy.)

12. Information and Communication Technology (Computing)

We have a variety of communication technology to deliver content and different learning activities including the use of Google Apps and Google Classroom for setting, marking, and giving feedback to students, as well as a range of other learning resources.

Students have access to Desktop Computers, Chromebooks, iPads, Tablets and Laptops for flexible learning depending on the student's needs.

In the post '16 hub' there is a computer suite that allows our sixth form students to access computing facilities for both timetabled lessons and for independent study time.

High Grange School offers our sixth form ITQ qualifications through the European computer driving licence course at level 1,2 and 3.

High Grange School also offers a GCSE and A level computer science qualification.

High Grange Schools exam officer reviews our sixth form students access arrangements. Students who require ICT facilities to access examinations are given such provision in line with the schools on-going assessments and in line with the students EHCP.

13. Student Safety

During the assessment period, all student risks are identified, and an individual risk assessment for each student is put in place. This is a document reflects potential risks, and it is a working document updated as changes in behaviour are identified. (Refer to Health and Safety Policy) The following risk management document are in place,

- Individual student risk assessments
- Room risk assessments
- Activity risk assessments
- Offsite educational visit risk assessments
- Location risk assessments

14. Spiritual, Moral, Social and Cultural Development (Cultural Capital) Including 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 and incorporate.

1. Personal Development
2. Social Development, including political and current affairs awareness.
3. Physical Development
4. Spiritual Development
5. Moral Development
6. Cultural development

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

15. Programmes of Study

Students in sixth form will access a 30-lesson timetable. Each lesson will be 45-minutes in duration. Students at sixth form will have individualised timetables and individual programmes of study tailored towards their career pathway and future destinations.

Sixth form 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.

16.The Core Curriculum

Mandatory subjects at post-16 include English, Mathematics, Science, Computing, PE and Personal, social, Health Education.

GCSEs are obtainable in the following subjects:

- English
- Mathematics
- Students with prior attainment of GCSE grade 2 or below will now be able to study towards level 1 and 2 Functional Skills in English and Mathematics.
- Science – Biology and Chemistry, initially, as well as Physics if students wish to continue with a scientific subject and have already completed GCSE Biology and Chemistry, but do not wish to complete a level 3/higher level qualification.
- Geography
- History
- Religious Studies (RE)
- Art and Design
- Design Technology with Wood and Metal work.
- Design Technology Food Nutrition
- Music

Alternative accreditation includes Sports Leaders, Sports Volunteers, Dance Leaders, Drama, and the Duke of Edinburgh's Award. BTEC accredited courses include BTEC Sport Level 2 and 3, Jamie Oliver's Home Cooking Skills Level 1 and 2. Students can also obtain Arts Award qualification, AQA UAS Certificates (Unit Award Scheme) and ASDAN qualifications.

High Grange school also offers a range of level 3/A-level qualifications, including:

- AS/A-level Mathematics
- AS/A-level Music
- BTEC National in Applied Science Level 3
- BTEC Sport level 3
- AS level Geography
- AS level Politics
- AS/A level Computer Science
- Level 3 Sports leaders

17. Post-14 and Post-16 Accredited Curriculum Overview

Subject	Qualification Type
Mathematics	<ul style="list-style-type: none"> • OCR Entry Level Certificate • AQA GCSE • Edexcel Functional skills level 1 and 2. • 'AS' level / 'A level with support from Burton and South Derbyshire College/Mathematics tutor
English	<ul style="list-style-type: none"> • Edexcel Entry Level Certificate • Edexcel GCSE OCR – Language • Edexcel GCSE English Literature • Edexcel Functional skills level 1 and 2. • —
Science	<ul style="list-style-type: none"> • OCR Entry Level Certificate • AQA GCSE BIOLOGY • AQA GCSE Chemistry • AQA GCSE Physics • BTEC National in Applied Science Level 3 • AQA A-Level Chemistry and Biology
History	<ul style="list-style-type: none"> • OCR Entry Level Certificate • OCR GCSE
Geography	<ul style="list-style-type: none"> • OCR Entry Level Certificate • OCR GCSE
P.E.	<ul style="list-style-type: none"> • BTEC Sport Level 2 (Certificate): • BTEC Sport Level 2 (Extended Certificate): • BTEC Sport Level 3 • Level 3 Sports leaders
ICT / Computing	<ul style="list-style-type: none"> • ECDL level 1 and 2 • OCR Computer Science GCSE
Design & Technology	<ul style="list-style-type: none"> • OCR Entry Level Product Design / Resistant Materials OCR GCSE Design and Technology - Product Design/Resistant Materials
Art	<ul style="list-style-type: none"> • OCR Entry Level Certificate • OCR GCSE Art and Design – Fine Art • Arts award. <p>*Photography; as a component of the Art awards course</p>
Music	<ul style="list-style-type: none"> • Edexcel GCSE • Music 'A' level / 'AS' level • Arts award
PSHE	Mandatory Across key stages 1-5 Units can be used towards ASDAN and PSE qualifications
Citizenship	<ul style="list-style-type: none"> • GCSE

Food Technology	<ul style="list-style-type: none"> • BTEC Levels 1 & 2 Award (Jamie Oliver): • AQA GCSE Food and Nutrition • ASDAN life skills challenge
Religious studies	<ul style="list-style-type: none"> • OCR Entry Level Certificate • OCR GCSE • ASDAN Short Course Beliefs and Values
Duke of Edinburgh Award	<ul style="list-style-type: none"> • Bronze Award • Silver Award • Gold Award
PSE (formally CoPE)	<ul style="list-style-type: none"> • ASDAN Level 1 • ASDAN Level 2
Politics	<ul style="list-style-type: none"> • Edexcel AS/A level
Sports UK Courses	<ul style="list-style-type: none"> • Dance Leaders Award: Level 1 • Sports Leaders Award: Level 1 and level 2 • Sports Volunteers level 1 • Sports Volunteering Award: Level 1
PE Core	<ul style="list-style-type: none"> • No specific qualification
*College Courses	<ul style="list-style-type: none"> • A Levels and Level 3 Course at Burton and South Derbyshire / Derby College <p>Level 3 courses HGS students' study / have studied at College in the last 2 years.</p> <p>A LEVEL Biology A LEVEL Physics A LEVEL Chemistry A LEVEL Mathematics A LEVEL FURTHER Mathematics PHOTOGRAPHY level 3 ICT – level 3 IT and Computing (Networking and Cyber security)</p> <p>Agriculture farming award - level 1 Level 2 digital multimedia</p> <p>Students can choose their own courses to study from both college prospectuses.</p>
Preparation For Adulthood	<ul style="list-style-type: none"> • Links to COPE / D of E <p>Modules include</p> <ul style="list-style-type: none"> ✓ Earning and spending money ✓ Keeping track of your money ✓ Making financial choices ✓ Cooking on a budget ✓ Practical cooking skills ✓ Career management ✓ A place of your own

	<ul style="list-style-type: none"> ✓ Preparing for the world of work ✓ Health and well-being <p>Post 16 ensures that PFA incorporates 'learning to drive', first aid. Independent travel training is offered. We also have strong local business links to provide advice and support in CV writing, job applications and we can hold mock interviews. Post 16 students are expected where feasibly possible to access work related learning opportunities on-site and offsite. Students will have visits from external companies for instance Rolls Royce, National Grid, and the Police. Students will also be taught domestic chores such as washing clothes, ironing clothes, planning, and organising household tasks into daily life. The schools SaLT team will work on social thinking, social communication, and social interaction. Our OT team will look at sensory integration into work related leaning or FE Colleges or universities. Clinical Psychology will support students to be aware of their mental health difficulties, manage their mental health with greater independence and seek support and help from services post High Grange School. Students will develop the functional skills required to become a successful adult.</p> <p>Careers Advice Internal – Deputy Head Chris Haines Talentino – careers curriculum PSHE curriculum – clear focus upon Careers</p> <p>Onsite external careers advice is offered by 'Futures' and High Grange School fund this service for all students to access.</p> <p>Specific coaching qualifications / awards are also facilitated within the post 16 curriculum. This is requisitioned on an individual basis.</p> <p>*MFL is taught through drop down days / enrichment mornings / afternoons</p>
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18. Vocational Education Strands

The Vocational Education Curriculum at High Grange is extensive and ambitious. All of the following components are covered in an integrated curriculum, and many of these components overlap. The Principal, the Post-16 lead, and teachers are responsible for making sure that all students cover all components:

- Work-related learning – High Grange School have community work-related opportunities and links with Wild park, Charity Shops, RSPCA and Derby County Football Club, National Grid, Toyota car manufactures, Happy Hens, World Peace Café, the link, The fat cat café, Java café, West Mead cattery, the dogs trust, the honeycomb pub, Beech Cliffe farm.
- Onsite work experience – Maintenance, Physical Education department, mentoring younger students through being a 'teaching assistant.'
- Preparation for adulthood – on / off site.

It is imperative that all children / young people 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 format for this at High Grange is:

- YEAR 1: Individual school / external based work experience related to the student's individual career pathway. Young people will have the opportunity to expand their skills in one of the above areas mentioned.
- YEAR 2: Building upon school-based experiences / external based work experience, community-based work experience opportunities will be sourced for all young people with a week- long placement set up in year 2, appropriate to their interests and skills. Apprenticeships and further education through external college placements in full time / part time courses will be set up on an individual basis.
- Activities must be planned to take account of the student's needs and future aspirations.
- All post 16 students see 'Futures' an independent external careers advisor every year for careers advice and follow up meetings.
- All Post 16 students have access to work experience and careers advice. The Gatsby Benchmarks are a national framework of 8 guidelines that define the best careers provision in schools. Below is a table of the 8 benchmarks and how the school delivers outcomes against these benchmarks.

Benchmark	How High Grange School delivers these benchmarks
A stable careers programme.	High Grange School has an embedded programme of career education that is known by students, parents, and teachers
Learning from career and labour market information.	Every student and their parents have access to good quality information about future study options and labour market opportunities. They have support from both internal advice from staff and an external careers advisor to make the best use of information available.
Addressing the needs of each student	Students have different career guidance needs at different stages in their educational life. Advice and support is tailored to each student. The school's careers and PSHE programme embed equality and diversity considerations throughout.
Linking curriculum	Teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

learning to careers	
Encounters with employers and employees	Students will have multiple opportunities to gain experience from employers about work, employment and the skills that are valued in the workplace. High Grange School has close links with outside providers who enrich the students experience with workshops on CV writing, letters of application, going into workplaces and undertaking mock interviews, to increase student exposure to external job opportunities and experience.
Experiences of workplaces	Students have first-hand experiences of the workplaces through work visits, work shadowing or work experience. This is done to explore career opportunities and potential future aspirations
Encounters of further and higher education	All students are given a full range of learning opportunities that are available to them once they leave High Grange School. This will include both academic and vocational routes in colleges, universities, and workplace employment. (where applicable)
Personal guidance	Every student has the opportunity for a guidance and support both internally with the Deputy Head teacher or preferred member of staff or externally with our independent career's advisor twice a year. These are timed to meet the needs of the student whenever they need guidance and support.

Community Links

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. Parents are also consulted in relation to work experience / work related learning risk assessments.

19. Parents and Carers will:

- Parent consultations with form staff, subject leads, and MDT team
- Parent training
- ACE parent training
- Be consulted about their children's learning and be involved in the planning of their future education.
- Be confident that their child is receiving a high-quality education that is designed to meet their learning needs, and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the curriculum intent, implementation, and impact.
- Receive an annual Education Report – clearly identifying student progress in all academic and vocational areas studied.

20. Board of Governors / Directors

- Will receive a termly report from the school Principal that will identify key performance indicators in terms of student progress.
- Will be informed of Changes in the Curriculum Offer including any changes in Alternative Provision or College Courses
- Assessment in core subject areas / students on and off track
- Student Exam and Vocational results (including mock exam results)
- Weekly Leadership Team Meetings with a member of the board of directors / governors present.
- Parent governor in place.