

## Post-16 Curriculum Overview



*At The Castle School, we believe our curriculum allows our students to develop the skills, knowledge and understanding to empower them to achieve their personal, academic and career aspirations, with curiosity, creativity, community and communication at the centre. Each pupil at The Castle School drives their own pathway to provide a broad and balanced curriculum that is bespoke and relevant to their own needs.*

At Post-16 students no longer have a national curriculum to follow and follow study programmes enabling them to work towards specific areas of learning that is of interest and important to their future aspirations. The key focus is to support the students to become as independent as they can be.

### **Registration**

Not only is this the time check attendance, it is a vital time for students to transition from home to school. Activities will be set up to enable students to share information about their evenings etc and help them get ready to learn.

### **Functional Skills (English/Maths)**

Functional Skills are the fundamental English and Maths skills that people need for their working and personal lives. Students can study for the qualifications in practical ways and apply core skills to real-life situations.

### **Skills for Life (English/Maths)**

Skills for life covers many of the areas that Functional Skills does but without the pressure of examinations.

### **Getting Active**

This is a time to get active whilst also providing a time to emotionally get ready for the day ahead. Pupils can choose from a range of activities including 'wake up shake up, yoga and outdoor sessions.

## **Health Walk**

We take full advantage of the NHS Health Walk located next to Post-16. The path is a circular route around a lake. It is used for a range of reasons from health benefits to a calming strategy for some students.

## **Daily Reading**

Between 1.00 and 1.15 everyone at Post-16 engages with reading. For those that can, they can read a book, magazine, sport report etc independently. Students can also choose to listen to someone read or engage in a sensory story. The aim of these sessions is to help create a love of reading.

## **Swimming**

Some pupils get the opportunity to develop their confidence and swimming skills with sessions at Northcroft Leisure Centre. Swimming sessions will include water games to develop their confidence and understanding of water safety. The more able swimmers have the opportunity to develop their swimming skills and learn different swimming strokes. It is also a great opportunity to develop functional skills whilst paying for the session.

## **RDA**

Some students are able to access horse riding each week. They develop their riding skills whilst also developing their understanding on horse management. (Horse Riding for the Disabled at Chilton Foliat). At RDA students develop good relationships with the horses and practice their balance and coordination skills. Horse riding is a therapeutic alternative to developing pupil's social, emotional and physical needs.

## **Lunchtime**

Learning continues throughout lunchtime. Staff will model communication and interaction. They will also set up activities ranging from running club to board games. This is a fantastic time for communication, inclusion and socialising.

## **World of Work**

Our award winning World of Work Programme has been set up with the ultimate aim of gaining paid employment for students who have the drive and desire to work. As well as supporting students with work experience placements, they are given support in all aspects of employment from writing their CVs to how to search for vacant jobs. Our three stage model helps students to progress into employment.

### Stage One – Work Experience

As the name suggests, this stage is all about gaining experience in different work settings. Students will normally spend a morning or an afternoon per week in a work environment for six weeks to gain experience in work environment skills. We aim to give students as many work experience opportunities as possible to help them find a sector they are passionate about.

### Stage Two – Work Placement

Once a student finds a sector they really enjoy, we aim to put them on a long term placement. This can be for a morning/afternoon or a day a week for anything between two-nine months.

### Stage Three – Supported Internship

Supported internships are a structured study programme based primarily with an employer. They enable young people aged 16-24 with an Education, Health and Care Plan, to achieve sustainable paid employment by equipping them with the skills they need for work through learning in the workplace.

## **Afternoon Registration**

Students coming in after lunch and read, draw or colour to self-regulate themselves after lunch. It also gives time for students to talk to adults about anything they may want to reflect on from the morning.

### **Social Skills/Communication**

Social Skills/ Communication are vital for everyday life and this is embedded in to the curriculum however additional standalone sessions allow students to mix for planned activities such as board games but in a structured format or for example, an adult teaching students how to play a card game and then a group play together.

### **Snack Time**

For some students this is a great learning opportunity incorporating communication, turn taking and developing an understanding of healthy eating.

### **Duke of Edinburgh Award**

The Duke of Edinburgh Award is an option for some students and is incorporated into their curriculum.

The Duke of Edinburgh Award is available to 14-24 year olds and it is the world's leading Youth Achievement Award. It equips young people for life regardless of their background, culture, physical ability, skills or interests. This award is a personal challenge and not a competition against others; it pushes young people to their personal limits and recognises their achievements.

### **Rushall Farm**

Rushall Farm is a modern working organic farm with its own education centre. Sessions are tailored for our students and vary from creative sessions to work experience tasks. Some students at Post-16 get the opportunity to attend for a day a week.

## **Wellbeing**

Mental Health and Wellbeing is built into our foundations and is vital at this stage of your child's life. If not emotionally in the right place, students will not participate and learn to the best of their ability – we understand the importance of identifying and using own strategies as well as building resilience and self-esteem in order to help prepare students for their future.

We use our knowledge of the whole child to ensure that sessions meet key social and emotional outcomes for our students.

Our wellbeing planning is informed by many therapeutic approaches that are currently key thinking within education. We use inspiration from many different approaches but here a few:

- Theraplay
- ELSA
- PACE
- Trauma Informed Schools
- Attachment Theory

## **Music Therapy**

Some students are able to attend weekly sessions. Music therapy is the use of music to address the physical, emotional, cognitive, and social needs of a group or individual.

## **Growing2gether**

Growing2gether functions primarily as a horticultural therapy and environmental education centre for adults and young people with learning disabilities, physical disabilities and mental health issues. We have a long-standing partnership with Growing2gether and have an allocated space we can use with raised beds and a poly tunnel. Students normally visit once a week although this varies depending on the time of the year.

## **Cooking**

Cooking is an essential life skill which involves numerous other vital functional skills such as budgeting, healthy eating and communication. All students will cook at least once a week.

## **PE**

The focus of PE at Post-16 is to create a love for being active. We aim to introduce students to a wide variety of sports and link with community clubs wherever possible to provide ongoing pathways for the future. We have access to the sports hall at Newbury College where most of our sessions take place.

## **Art**

Art is taught through the 7 elements of art; line, shape, texture, form, space (area around an object), colour, value (light and dark- shading). Within this, the students use and experience a range of media.

## **Music**

Music at Key stage 5 focuses on the building blocks of music, Melody, Rhythm, Dynamics, Structure, Tempo, Timbre, Harmony and texture. We approach a variety of musical styles from contemporary commercial music through the western classical tradition and music from different cultures. The scheme of work is linked to the wider school topic and units fall into two forms, composition and performance which are showcased by recordings.

## **Drama**

Drama will cover a range of areas with a key focus on gaining confidence in communication. Students will take part in known performances, create their own or role play real life scenarios.

## **Sensory Circuits**

## **Experience Afternoon**

These sessions provide students with the opportunity to develop skills in an area that is of interest to them. Areas that can be chosen have ranged from Hair and Beauty, to Media.

## **Enterprise**

These sessions are normally embedded within the curriculum as they incorporate many areas including English and Maths. Students have to come up with a concept, plan, present their ideas and then see them through. In the past the students have run a café, made benches out of wooden pallets, made and sold bee bombs to name just a few.

## **Life Skills**

These sessions cover a vast range of skills dependant on that a student needs to work on.

## **ELSA**

An ELSA 'Emotional Literacy Support Assistant' is based here at P16. ELSA's are specifically trained to work with students to support their social skills, to understand their emotions, help create social and therapeutic stories, to work on self-esteem and offer bereavement support. ELSA's often work 1:1 or within groups alongside class teams and under the Pastoral umbrella.

## **ICT**

This is embedded within the curriculum and provides students with the opportunities to learn about a range of topics ranging from basic programming to internet safety.

## **PSHE**

This is delivered through both standalone lessons and also embedded in to other lessons where appropriate. Areas covered range from relationships to puberty.