Harford Manor School

Foundations For Futures

Post 16 Policy

Date approved by Governors	4th December 2025
Last reviewed by	
Next review date	23rd September 2028
Person(s) responsible for review:	Ruth Crawford

Post 16 Policy

Policy Aim
To consolidate and expand upon the skills and abilities students have learned throughout their school life and prepare them for life after school.

Context
It is intended that, at a level appropriate to each student, the Further Education Curriculum at Harford Manor School will aim:

1) To develop competence in the practical application of intellectual skills.

2) To develop self-confidence and awareness of personal identity.

3) To communicate successfully in all social situations.

4) To develop an awareness of the wider community.

5) To extend skills related to self care, personal hygiene and domestic management.

6) To become involved in their own learning.

7) To acquire the ability to make choices.

8) To develop skills leading to the constructive use of leisure time.

9) To work towards increasing responsibility and respect for oneself and others.

10) To access realistic careers advice and prepare self for post school placements.

11) To work closely with parents, school staff, Guidance advisors, social workers and other professionals to ensure that everyone involved with their future is working together

Further Education at Harford Manor is any student in Year 12, 13, 14 regardless of their class they are based in

Curriculum Content

Harford Manor follows a topic approach as a vehicle to teach Personal Learning Goals. These may include
Humanities, Technology, Art and Music. Our Curriculum is spread across 6 strands - My Communication, My Thinking, How the World Works, Me and My Body, My Community, My Creativity.

Students are given opportunities to follow up particular talents they may have and explore ways they can pursue interest beyond school.

- **My Communication -** Students should communicate successfully in a wide range of situations using whatever means they can, with pupils having knowledge and awareness of symbols, signing and other forms of communication, in addition to access to speech therapy. They should know how to ask for help, be able to listen and encouraged to engage in meaningful interactions. Often these skills are present but the student lacks confidence or motivation. The curriculum will include individual tutorials, discussion groups, self advocacy, drama, the use of video and other media.

- **My Thinking -** Content in Mathematics focuses largely around the practical use of money and time, aiming to enable students to operate confidently in the wider world, using their number knowledge. Practical lessons will involve visits to local shops and businesses and may also involve using money in different world of work activities pop up shops, Cosy Cup cafe

- **Me My Body -** Physical Education moves away from the more structured teaching of the Pre 16 curriculum and increasingly involves the students setting up and running their own activities, including awareness of Health and Safety concerns. The activities utilise community facilities and aim to prepare the students for use of facilities in their adult lives. Pupils also have access to a range of different sporting activities throughout the school year including taking part in different competitions with other complex needs schools. Activities include swimming, Able2Be, Athletics, and Presidents Sports day. Students are actively encouraged to work on their self regulation linking to their personal Zones of Regulation toolkit, so students can become as independent as possible.

  Designated Leisure time each week ensures the students have opportunities to self regulate and manage their own space and environment. Students are encouraged to interact with each other to negotiate use of equipment and leisure pursuits, with minimal staff involvement.

- **Relationship Health and Social Education (RHSE) -** The work in this area is of fundamental importance in preparing pupils for life after school.

  Students should:
- develop an awareness of self, encourage a positive identity, build confidence, and see themselves as active beings
- acquire skills to solve problems, make choices and organise their own lives as far as possible, being able to speak for themselves and set their own goals
- work towards increasing responsibility and respect for themselves and others
- develop an awareness of community, including work, home, leisure, and learn how it relates to them, learn to cope with new experiences and enjoy them, recognise a need for support and accept it, and develop strategies to self regulate.
- extend their skills in the domestic situation, personal care and mobility
- learn to deal with emergencies and basic first aid, even if this means only knowing when and where to obtain help
- make constructive use of leisure time, participating in a variety of recreational activities
- take part in a course of health education, including sex education and drug/substance abuse awareness.

- **Me My Community -** Students will be given opportunities to understand the world beyond school including learning about road safety, how to use public transport, shopping, community resources and facilities such as libraries, the police, medical centres, the theatre, cinemas etc. Representatives from the community will be encouraged to come into school to talk to and meet students, such as the police liaison officers, health visitors, support group representatives, etc.

  Links with local adult organisations and Community facilities and businesses will also be encouraged to maximise opportunities for inclusive practice in a range of areas, including Work Experience, Sport and Leisure and the direct learning of skills. We also have regular contact with City College Norwich and those students who choose to attend the college beyond Harford Manor have an opportunity to attend a few sessions prior to the start of their course to aid transition.

- **How the World Works -** Students have access to different community visits as well as being able to make a difference in their local environment such as litter picking, flyer delivering for school events, gardening projects. Students also take part in life skills with cooking both within the classroom and during World of work sessions with food hygiene and cooking for the school cafe.

  Home Management - Work in Home Management aims to replicate independent living and as such provides opportunities to learn, practice and

refine the skills necessary to support this. Activities include ironing, washing clothes, looking after the living space (cleaning, vacuuming and tidying), operating domestic appliances and cooking.

- **My Creativity -** My creativity moves away from all formal teaching to enabling students to continue personal interests and abilities through art, music, drama. Some of this takes part in world of work activities through upcycling and other projects of interest pupils can share. Students also work together with their performance and drama skills working towards Harvest festival, Christmas show, and end of Year show. Students also have access to a music teacher once a week who delivers classroom activities and runs a signing choir.

- **Citizenship and R.E. -** The social and spiritual development of our students forms an important part of the Post 16 programme. Modules of work - which include such topics as local charities, management of money, celebrations of religious events from across faiths and a consideration of "life's journey" - are supplemented by an established Student Council. Students are actively encouraged to question, be assertive, be involved in their learning to enable them to acquire skills and knowledge they need to take their rightful place in the community beyond school.

- **Careers** - In addition to careers being embedded throughout the school curriculum at all stages of learning, all students in Further Education have the opportunity to take part in practical Work Related Learning
  The majority of our students have the opportunity to take part in internal and/or external work experience placement based on the students ability to participate and engage. Recently this has included work experience volunteering at TCV (The Conservation Volunteers), Children's Nursery. Students make visits to different colleges and other day provides such as Independence matters, About with friends, Seabreeze, Thornage hall, Lingwood Care farm in Year 13
  Opportunities for College places beyond school are explored with all students and parents and carers with a Careers advisor interview and through discussions at an early stage in the Annual Review.

  World of Work HLTA - At Harford Manor we have a designated HLTA who works with students across the school in year 12, 13, and 14. Students complete different practical activities such as gardening, upcycling projects, Food hygiene and cooking in preparation for our school based Cosy Cup Cafe. Students are also supported with external work experience and completing their work based folders.

- **Adaptive Teaching -** All students have Personal Learning Goal Plans on a termly basis. These highlight the key areas of work for each student over a term. They are based on the Annual Review discussions related to the content of each student's Education, Health and Care Plan discussed with parents/carers.

- **Accreditation -** Over the course of their Key Stage 4 and Post 16 education at Harford Manor, students will be accredited for some of the work they undertake. This accreditation can take many forms, but may include: OCR (Oxford, Cambridge and RSA Examinations) Accredited certificates at Entry Level to Level 2, Basic Food Hygiene Certificates, Volunteering Certification (V50), Basic Food Hygiene, Emergency First Aid and Travel Independence Training Across the Nation (TITAN).

- **Continued Learning at Home -** Every term staff from the Post 16 classes will send home a "Continued Learning at Home" document which outlines the areas of study which the class will be working on during that term. Also on this document are suggested ways for parents/carers to extend and support this learning at home.

Links to other Policies

This policy should be read in conjunction with the following school policies and procedures:
Providers access policy
Career policy
Continued Learning at Home
Policy Teaching and Learning
Policy Statement Assessment,
Recording and Reporting Policy

Policy Monitoring and Reporting

This Policy will be reviewed every 3 years and monitored by the Curriculum and Quality Assurance Governing Body Committee.

Career Governor link is: Stuart Moore