



Sixth Form Policy

This policy should be read in conjunction with the whole school curriculum policy and relevant subject policies

Aim

This policy contributes to meeting the aims of Beacon Hill School in the following ways:

- **That actively develops parental partnerships for the benefit of the pupils**
- Sixth Form can be a difficult time for parents who have to cope with many changes for themselves and their son/daughter often after a period of stability. They need to be sure of high quality advice, information and support. Parents also need to be sure that the independent living programmes that form an important part of Sixth Form work are carried out carefully with concern to challenge pupils whilst taking care of their safety.
- **That gives pupils the skill and opportunities to make informed choices**
- Maximises the potential of every member of the school community. Although the curriculum at Sixth Form is substantially different from that in the main school the aim is still to ensure that all pupils use and develop further skills they have to ensure them the most independent and fulfilled life possible after school.
- **That establishes an atmosphere of security, trust and respect for all**
- Creates a happy, secure and healthy environment. The Sixth Form department will work specifically on health awareness to ensure students continue to develop these understandings for themselves and will also give the students increasing independence within a secure environment.
- **That values communication and provides the time and opportunity to make it effective**
- Acknowledges and celebrates everyone's right to communicate effectively. Communication skills form a specific part of the Sixth Form curriculum in line with Key Skills in mainstream. These skills will be taught and planned in a cross curricular ongoing way which recognises their importance for all students.
- **That extends inclusion within and beyond school**
- As a base in a mainstream college the students have access to more opportunities for inclusion within the college than other pupils. These opportunities are developed as much as possible and include day to day inclusion into the college through Amigos canteen facilities, the Gym, the LSC, the ICT suite and other college facilities.

Principles

Equal Opportunities

All work for Sixth Form will be available to students whatever their gender or race and care will be taken to ensure that pupils with ASD, PMLD have equal opportunity to a

range of relevant age appropriate opportunities which may be delivered in the same way as those for more able students or may be delivered discretely.

Inclusion

A principle of Beacon Hill Sixth Form work is its emphasis on ensuring the inclusion of all students in the college and in the world outside. Care will also be taken to ensure that students develop skills that will increase their opportunities for full inclusion in society after their school life. This may include joining in relevant curriculum areas in the college at a level appropriate to their ability, using the full range of college facilities or joining in activities with college students. Staff will also work to ensure that the students join in the full range of extra curricular and hidden curriculum opportunities such as Student Forum, student Union and student consultations of all kinds.

Independence

Students will take part in programmes designed to increase their independence in all areas. A more able student will learn to travel independently and access the world of work without direct supervision from college; a less able student will learn to use a drinks machine or to work a radio or toaster using a specially adapted switch. In all of this work care will be taken to ensure pupils safety. Independence skills will also be developed in less structured sessions with students being encouraged to answer the phone and take messages, go to reception with messages or take control of their money and belongings. This increased independence is vital to ensure students have the greatest opportunities after school.

Rights & Responsibilities

As students get older it is important they begin to develop an understanding of their rights as individuals and as citizens and work in college will reinforce this. Students will be offered choices of activities and choices at lunchtime and will be encouraged to develop the concept of a positive rather than a negative choice. Students will also be encouraged to develop an understanding of their responsibilities as members of a group and in relation to each other and the wider world. More able students will be encouraged to advocate for their less able friends in formal and informal situations and will be taught their responsibilities as citizens

Work with Parents

Sixth Form is a difficult time for parents some of whom may be very concerned about the change of college from school and some may have to consider many issues for their son/daughter's transition. It is a principle of Beacon Hill's work with parents that they are fully involved in decisions about their child's future but are also encouraged to listen to and value their child's own views and ideas. Parents also need to have confidence that programmes with an element of risk such as Independent travel are well thought out and carefully worked out and any unnecessary risks are eliminated. Parents will always continue to be welcome at anytime to college and will have access to Parents Evenings and Careers Events and reviews and detailed IEPs as they did when their child was in school. Their contribution is also valued at extra curricular activities such as coffee mornings and other social events. Parents will also have the opportunity to meet with the Connexions Advisor and the Transition Officer linked to school.

Motivation

It is the belief of staff at college that motivation is a key to students learning and so all programmes for all students will consider their variety and challenge to students to ensure they remain keen, confident and will motivated learners.

Self-Esteem

All the work in the Sixth Form department will be planned to ensure that all students develop their self-esteem and pride in their own abilities. This will be as a result of day to day rewards and praise and the involvement of pupils in their own assessment but also through events such as the annual awards evening.

Accreditation

Linked to the issue above is the principle that all students will have the opportunity to gain nationally recognised accreditation for their work. This will be either through, OCR Nationals Skills profile, ASDAN or AQA units currently, although new opportunities for accreditation will be considered as appropriate. Care will be taken to ensure that the accreditation follows on in a planned and structured way from that offered in the Secondary Department.

Communication / Self-Advocacy

A principle of the work of the Sixth Form Department is the emphasis on the development of communication skills for all pupils. For pupils with ASD this may be through the PECs communication system or the use of classroom structure for PMLD pupils through the use of single switches or symbols boards and for more able pupils by encouraging them to take part effectively in their own review and in the Students Council. Opportunities will be sought for students to develop self-advocacy skills through a variety of means including Student Council, Skills for People and joining in any relevant consultations from the council, college or national bodies.

Enrich Experiences

As well as a basic curriculum aimed at developing the students' basic skills and abilities in post school life the department is committed to offering a range of opportunities that will enrich the students experience and develop their knowledge of the wider world. This includes residentials, visits to the cinema and the theatre and opportunities to take part in the arts projects.

Quality

The Sixth Form Department will continue to be part of the whole school self evaluation systems which are in place to continually monitor and improve the quality of the work of the Department. Specifically a report on the work of the Department as a whole will be written and reported to Governors by either the school advisor, the Head or a member of the SMT. It will also be a principle that the learning environment, resources and planning for the Department will be of the highest possible quality and that all staff and students will value and take shared responsibility for that environment.

To meet these principles the curriculum will be organised as follows.

All students will have programmes in the core curriculum detailed below and will also have the opportunity to work in the complimentary studies areas listed. More able students will have access to these programmes full time at the Mainstream College based at Tyne Metropolitan whilst some students will spend some time in school to ensure they have access to the Hydrotherapy pool, Sound and Light Room and Specialist therapies.

Core Curriculum

Literacy	2 sessions a week
Numeracy	2 sessions a week
Communication	Delivered and planned in a cross curricular way
ICT	2 sessions a week
Independent Living skills	4 sessions a week
Physical Education	2 sessions a week (4sessions where Students access Hydrotherapy and Rebound therapy)
Careers	2 sessions a week
Self/Advocacy/Student Council	1 session a week
PSHE including Sex Education	1 session a week

Complimentary Curriculum

(Leisure skills (Enrichment activities (the Arts (Enterprise	2 sessions a week
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Literacy (2 sessions a week)

This will be taught in ability groups of students. Students will focus on practical literacy skills and the use of their existing skills in the world outside. For some students this will be using social sight signs and symbols for others using recipes and timetables and reading for pleasure and the plays of Shakespeare such as Romeo and Juliet and Midsummer Nights Dream. The lessons will be based on the principles of the NLS with a whole class introduction and plenary session.

Numeracy (2 sessions a week)

This will be taught in ability groups of students. Students will concentrate on developing their practical numeracy skills in real and classroom situations for example the use of time and money. The lessons will be based on the principles of the NNS with an oral mental starter, individual work and a plenary session/

Communication

Communication will be taught in a cross curricular way through the whole curriculum for example in PE pupils will develop their use of communication skills by asking for advice when necessary and other students will develop their communication skills through the Student Council and work experience.

ICT (2 sessions a week)

Students will work in ability groups for ICT some will have access to the college's extensive network facilities whilst others will use the specialist ICT facilities at the base.

Independent Living Skills (at least 2 sessions a week often 4 sessions a week)

This course covers skills needed in the home and in the community with a particular emphasis where appropriate on independent travel as this skill has been shown to have a vital importance to students' choices and opportunities after school. Students will also use their academic skills in practical situations.

Physical Education 2 sessions a week (4 for ASD, PMLD pupils)

All students will have 2 sessions a week developing their PE skills in a range of settings. This may be trampolining, orienteering or football, dance or other age appropriate opportunities. Those who are competent swimmers will swim one term a year to develop personal survival skills but will undertake other activities in other terms. Students who are not yet confident swimmers will swim regularly. Students with ASD, PMLD will have one session of Rebound a week and hydrotherapy sessions as often as staffing will allow (we aim for once a week).

Careers (2 sessions a week)

The careers course will carry on from that taught in school and will be planned in conjunction with the Connexions Service. Students will consider their strengths and weaknesses and how this would affect their after school choices, they will visit and be visited by a range of post school providers and they will have access where appropriate to a range of work experience opportunities.

PSHE including Sex Education (1 session a week)

This session will include elements of citizenship and taught PSHE as well as practical PSHE sessions. Sex Education will be taught according to the whole school scheme of work.

Self Advocacy/Student Council (1 session a week)

All students will join in student council weekly, including ASD/PMLD. This council, which is run by the student's shares issues and concerns, plans visits and events and has input from visiting professions.

Enrichment Curriculum (2 sessions a week)

All students will have time during the week when they join in activities such as Enterprise, Drama, Yoga, Aromatherapy and Music or Leisure skills that enrich their work in college. We aim that some students will take part in these with mainstream students.