



Wren Spinney School

Post-16 Prospectus

“The sixth form is outstanding. Students in the sixth form make outstanding progress in independent living, social skills, functional skills, work related learning and preparation for life.”

Ofsted, March 2014

“The school makes outstanding provision for students at post-16 through a curriculum that is tailored precisely to their individual needs, interests and aspirations. It offers a careful balance of support and challenge so that students develop independence by taking increasing responsibility for themselves at school and in the community. Students rise to the high expectations of staff and develop to their full potential, especially in their social and communication skills, personal care and independent living skills, confidence and self-esteem...Students achieve exceptionally well and many exceed their individual targets.”

Ofsted, March 2011

Specification of our 16-18 Provision

Type of Provision

Wren Spinney Post-16 provision is accommodated as part of the main school, with access to a satellite facility in the community. It is designed to meet the needs of its SLD, PMLD and ASD students as they reach 16. The department is also able to meet the needs of students who wish to transfer from other special schools due to our ability to provide a more personalised, focussed provision than can be achieved in their previous school.

Entry Criteria

All students wishing to access the provision will need to have an Education Health Care Plan. The transition will begin in year 11 for students transferring from other schools, when students would be invited to join sessions or days at Wren Spinney, within the Post 16 department.

The Post 16 curriculum provides each student with a personalised education programme to enable each student to achieve their full potential, building on previous learning experiences. For some students this will be lateral progression through a breadth of opportunities at a level meaningful to them. The school believes that all students should have the opportunity to reach their potential no matter what their starting point or the complexity of their needs.

Student Numbers

Depending on each student's individual requirements, the provision can provide places for up to twenty students spread over three classes. Each class focuses on a different primary need and follows a curriculum designed to bring out the best in its students.

Staffing

The provision is overseen by a member of the Senior Leadership Team. Experienced staff support the individualised learning programmes, including Teachers, a Post-16 Instructor and Teaching Assistants. With appropriate funding, 1 to1 support may be available for named students if necessary and depending on the activity.

Staff further their professional development through in-house training as well as courses run by external providers. Staff working with students with autism are also trained in 'TEACCH' and Intensive Interaction methods, Social Communication/Emotional Regulation/Transitional Support (SCERTS) to enable ASD students to receive appropriate support.

Where possible, people from different occupations, with particular specialisms, or from different cultural backgrounds are invited to school to broaden students' awareness of vocational, leisure and cultural opportunities. Our satellite work related facility ensures the students have the opportunity to meet and learn from people who have different work skills and provides experience in the community.

Accessibility

Physical. The school is fully accessible for students using wheelchairs or other mobility aids. Hoists are fitted and used in line with the school's lifting and handling policy. Toilet and changing facilities ensure that the needs of all students are met. Outside play equipment has been provided to ensure that all students can access a range of equipment.

Communication. Full access to all aspects of the curriculum through communication is ensured with support from our Augmentative and Alternative Communication (AAC) leader and a Speech and Language Therapist (SaLT). This may mean access to objects of reference, pictures and symbols to support Picture Exchange Communication (PEC's) including Communication books or a variety of switches or apps. Teachers ensure students always have access to the resources or equipment they most need to give them a voice. Personal profiles are developed with the students to ensure both they and people at their future placements know about them and how best they can be supported.

Assessment, Review and Monitoring

Students' performance and progress is monitored through ongoing subject assessment and teacher records and is reviewed annually at their Person Centred Annual Review. Each student is fully involved in preparing for their Review, working with staff to produce an invitation card and PowerPoint presentation. Students attend review meetings, as appropriate, to deliver the PowerPoint and to review their work. They are encouraged to be involved in planning and setting targets and discuss their ideas for the future.

Students are made aware of, are encouraged to be proactive in their work towards their individual targets, and are involved in monitoring and evaluating their work and achievements. Student achievement is celebrated in the weekly assembly through 'Star of the Week' with parents and professionals encouraged to join in through 'Post Cards of Praise.'

Transport Arrangements

Transport will be provided in accordance with the LA's Post-16 Transport policy.

Progression from Key Stage 4: Distinctive aspects of Key Stage 5

In Key Stage 5 we aim to build on experiences gained in both KS3 and KS4, extending opportunities for the development of student choice, developing student independent living, life and social skills, and providing opportunities for vocational/ work-related learning.

Opportunities specific to Post 16 students:

- Extended Work Related Learning opportunities, e.g. 'The Shop' and individual work placements, if appropriate (for additional information on The Shop see below)
- Ongoing Enterprise opportunities, e.g. creating gifts/crafts to sell at The Shop; student ideas for Enterprise projects
- The Green Patch: a community horticultural project
- Accessing and using public transport; travel training (if appropriate)
- Increased community leisure opportunities, e.g. public swim; 'Sailability'; indoor/outdoor rowing
- Social/leisure activities with post-16 students at other schools, e.g. Isebrook
- Consortium opportunities: weekly access to courses at other special schools to benefit from expertise/facilities in other school
- Opportunities to visit a variety of services who provide opportunities after Wren Spinney, e.g. The Cube; Foundations; Delos; Fairway; Access, etc

Curriculum Overview

The Post-16 curriculum offer is summarised on the Curriculum Map, which shows the wide variety of Foundation Learning opportunities which are on offer to our students.

This broad curriculum offer is broken down into three 'Post-16 Progression Routes' (see below). Students follow whichever 'Progression Route' is best suited to their needs- in terms of curriculum content and support requirements.

Route 1, for more able students, emphasises the need for vocational/work-related learning, access to accredited courses, and the need to develop confidence and self-reliance.

Route 2 is for students who are likely to require more support to achieve their goals; these students will still access relevant work-related opportunities but the emphasis lies in developing personal care skills, making choices and learning to take responsibility for everyday tasks and routines.

Route 3 is for students who require the highest levels of support to achieve their personal goals. The emphasis for these students lies in them co-operating with support, becoming more aware and involved in the world around them, carrying out simple tasks and receiving individual therapeutic support, as required.

Thus, the curriculum offer is differentiated for pupils of all abilities with future outcomes in mind.

From the teacher's knowledge of each student and conversations with parents, carers and students other professionals and Prospects the most appropriate 'Destination' is identified i.e. what the student would like to do and therefore where they need to go, after they leave school. Essential skills are identified to match any entry requirements with these 'core skills' placed at the heart of their Post 16 learning programme. The individual 'Progression Maps' have these core skills at the centre of three Foundation Learning areas: Vocational/Work-related Learning; Functional skills (English; Maths; ICT); Personal and Social Development. From this, a variety of activities are provided to enable the student to practise and develop those core skills that will set them on their path towards their ultimate 'destination'.

The focus in Post 16 is on a flexible and individualised approach to teaching and learning. The core skills the student needs to get to their 'destination' leads to the choice of appropriate learning activities/opportunities, not the other way around. The aim is to promote personal development and to foster interests and aspirations whilst practising life and independence skills in a safe and secure setting.

The Curriculum for Pupils with Profound and Multiple Learning Difficulties (PMLD)

Students based in the PMLD department will follow Progression Route 3 and within this will follow a curriculum designed to meet their specific needs. It is recognised that these students need a wide range of sensory and experiential activities and life skills to encourage independence to broaden their understanding of the world and enable progression. A skilled and experienced team ensure the best possible range of opportunities is provided for each student, and each achievement or step of progress is recognised and celebrated. Each student follows their individual programme, which may include following a therapy programme developed by a trained physiotherapist or occupational therapist.

The Curriculum for Pupils with diagnosis of Autism

Our students with autism are happiest and achieve more when they follow a routine which is familiar and when opportunities for learning build on their skills, interests and talents. To meet this need we tailor the curriculum so that students are able to make progress in the way that best suits them. Opportunities to be involved in activities and learning in the community and with students from other classes are provided to ensure that students are outward looking and encouraged to be involved in the world around them rather than withdrawn and isolated.

Wren Spinney aims for all its Post 16 students to be as independent as possible in preparation for life after school. In order to achieve this, students are supported, each at their own level, to develop their Personal, Learning and Thinking Skills in order to become:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators

To achieve this, all students are given opportunities to:

- Express preferences, make choices and act on them
- Develop skills of enquiry, discussion, questioning and problem solving
- Be involved, as far as possible, in decision making regarding themselves, their school, education and plans for the future
- Gain confidence and increased autonomy
- Develop skills of participation through school events, sharing achievements and in participation in the wider community
- Reflect on and evaluate their work; consider what they did well and how they might improve

Through a range of differentiated teaching and learning experiences all Post 16 students will have opportunities to:

- Develop communication skills, using augmentative and alternative communication, as appropriate
- Acquire and develop personal care and hygiene skills
- Practice daily living skills, show involvement and develop more independence
- Access a variety of leisure and recreational skills within the school, with other schools and in the community and to integrate with people outside of school
- Develop literacy skills to inform, aid independence and as a leisure pursuit
- Learn about a healthy lifestyle – food and diet, exercise and fitness, awareness of their own bodies
- Learn to take responsibility for their own behaviour, belongings and environment and to keep possessions safe
- Meet a wide range of people, celebrating differences of ethnicity and belief
- Develop vocational skills, learn about options after school, responsibility and co-operation
- Access experiences of work and the work environment at school, in the workplace and at 'The Shop'
- Develop confidence in accessing the community and in communicating with people outside of the school environment
- Experience using money and budgeting and develop wider mathematical skills through practical life skills activities
- Learn to use technology safely and responsibly as part of the working day and also to enhance communication and recreation
- Learn about sex and relationships in a familiar safe environment including staying safe and stranger danger. Practise acceptable, appropriate behaviour in the community
- Develop an awareness of and response to topical issues

The Post-16 Curriculum

All students are taught the Functional Skills of English (Literacy and communication skills) Mathematics, and Information and Communication Technology (I.C.T.) and are encouraged to apply these skills in a practical way in their everyday lives.

In addition to this students will access PSHE & C, RE, PE and careers education. Opportunities will also be given to develop areas of interest such as music, drama, art & craft and horticulture.

Our aim is to equip pupils with the skills they need for everyday life, so an emphasis is given to developing practical skills such as domestic skills including hovering, dusting & polishing, bed making, window cleaning and general cleaning. Students will learn a task from start to finish e.g. preparing a meal will include choosing a menu, finding recipes, develop shopping lists, shopping within a budget, food preparation (including health and hygiene and safety) cook, tidy and wash up. Therefore, developing skills learned and practiced in KS3/4.

Students are enabled to develop their personal and social skills so that they can more confidently take their place as citizens who can make a positive contribution to society. Topics may include: Working as part of a group; Community Action; Environmental Awareness; Healthy Living; Using technology in the home and community; Making the most of Leisure time; Personal safety; Individual rights and responsibilities.

The five Outcomes of Every Child Matters (be healthy; stay safe; enjoy & achieve; make a positive contribution; achieve economic well-being) continue to underpin all teaching and learning at the school. Alongside these the skills of managing self; managing relationships with others; and managing own learning, performance and work support our students as they learn skills for life beyond school. A balance of independent living skills and work skills, creative skills and leisure skills is promoted throughout the Post 16. Healthy lifestyles are encouraged throughout the two years with students having opportunities to enjoy a range of options in sport and exercise. Students are able to develop their interest in a variety of activities such as dance (with the opportunity to take part in the annual school production); swimming (accessing a public pool or hydrotherapy in school); games; athletics; also sailing and indoor/outdoor rowing. They have the opportunity to take part in community and joint schools events, and can access local sports centres. In school, students will have opportunities to access the vestibular room and sensory room, and use a variety of gym equipment. Depending on need and ability students may take part in Knill and Knill music and sensory movement activities, sensory circuits and rebound therapy. Students are taught about and encouraged to make healthy diet choices from day to day. Other activities that focus on caring for our environment help students understand the wider world they are a part of and their responsibility in helping to look after it.

Work-related Learning

All pupils have work-related opportunities at a level appropriate to their needs. This may mean having jobs or responsibilities in the class or wider school environment including access to The Shop. For those students for whom work is a possible future option, they are encouraged to be involved in the whole process, from initial discussions about the sort of work experience they would like to have, through to contacting and meeting the employer, completing the work experience and evaluating how it went. Prospects may support the school in finding appropriate placements, which may be one-offs, one session or day per week, or a block of 1 or 2 weeks.

Subject Areas

Careers Education

Themes covered include Self-knowledge, Choices and options, Life management and Future planning. Students access appropriate work-related activities in school, at our satellite base The Shop and if possible, on work experience or work placements. They prepare for and attend their annual review, where progress and future plans are discussed. Students and parents/carers work with their class teacher and independent Prospects Advisor to help them think and talk through their future options and assist them in designing their unique personal profile. Students also continue to update their 'Personal Passport'.

Curriculum

In all areas of the curriculum the focus is on developing functional and practical aspects to enable greater cooperation and independence post Wren Spinney. In literacy this may involve developing Social sight vocabulary, making sense of signs in the community including the street, supermarket, college; learning to access public information; reading and understanding leaflets, recipes, lists, instructions; magazines etc. Students use stories and tales from other cultures and religions to reinforce their understanding of the world in which they live, and may use poetry and drama to explore themes such as Feelings, Friendship, and The world around us. In some classes students may use texts and information to discuss issues, make informed decisions and choices before recording their activities and observations by commenting, describing, making records and reporting with appropriate support from staff and AAC resources.

In maths the emphasis is on the continued application and practise of mathematical concepts in everyday life. In Post 16, maths is taught in a practical way, as an integral part of topic work and within other curriculum areas such as Computing, Food Technology (money, weights and measures), Sports and Leisure (time) and Vocational Skills. The aim is to help build independence skills, and the use of appropriate mathematical language in everyday life.

Students may develop a portfolio of work leading to the ASDAN Numeracy Award ('Introduction' or 'Progression').

In computing students develop the skills necessary to access and use technology with confidence in everyday life. This may include using computer hardware: Computer; keyboard; i-pad; i-pod; mobile phone; camera; using software programmes and apps for word processing; graphics and multi-media; using the internet; developing skills for school and home, especially for leisure (e.g. play-station; Wii) and multi-sensory experiences: using switches; making choices; learning cause and effect.

The emphasis for all students in Post 16 is on students learning about their place in the wider world. This includes responding to issues of wealth and poverty and helping others in practical ways such as fund-raising for charities; popular culture; the environment/green issues; being a citizen in today's world.

The statutory duty to offer R.E. in Post 16 is met through a 2-year rolling programme which includes such topics as Journeys: our own journeys and those of historical figures: Moses, Muhammad, St Francis, and St Brendan. Comparing Faiths which focuses on Christianity, Sikhism and Buddhism and Christianity in action

In addition, students take part in weekly school assemblies on a wide variety of themes and celebrations and visit the Parish Church for a Carol Service at Christmas. Thinking about others, taking responsibility for self, response to others is also an opportunity for reflection on personal and group achievements at the end of each day.

Students may access music as a taught activity to develop a sense of rhythm and performance skill and as a leisure activity, listening to music, watching music DVD's, and making music for fun. Post 16 students join the rest of the school in the annual whole-school production. Sensory stories are developed and used to encourage students to access literature and learning across the curriculum. Music Therapy is also available from a visiting therapist.

Students who enjoy being creative have lots of opportunities to develop their skills from creating products to sell in Enterprise activities and at The Shop to designing posters to advertise their products or activities in school. Students have opportunities to access a wide range of media and approaches.

Organisation, Resources and Partnerships

Post-16 provision is based at the main school and has access to a classroom with a life skills kitchen area. Post 16 pupils will be accommodated with students of similar need and/or ability. This may be within a discrete provision. Areas of the school set up to provide vocational opportunities include a horticulture/woodwork room, an arts and crafts/enterprise room and a kitchen garden. Students access other areas of the school as necessary: developing friendships with other students in the dining room and playground; using the hall for games, Opti-music and discos; using the sensory room and vestibular areas, and a small pool for warm water therapy and swimming. SaLT, OT, Physio, Educational Psychologist and a range of NHS professionals including school nurses contribute to the learning, well-being and mental health of students and provide appropriate training to Wren Spinney staff.

The Shop

In addition to provision at the school students may access The Shop an old fashioned sweet shop located in Kettering town centre. The Shop can be used as a class base, being equipped with a classroom/activity room, an enterprise area and kitchen, as well as the shop sales area. Students working at The Shop are involved in all aspects of running the business including employability and Health & Safety and Health & Hygiene. Strict guidelines have to be followed with students involved in activities at a level appropriate to their ability which may involve filling jars, labelling bags or packaging sweets for sale. Where possible students learn customer service skills and with support will work in the front of The Shop serving customers.

As The Shop is positioned in the heart of the town centre it provides a convenient and practical base for activities in the community as well as for vocational learning.

College/Further Education

College is a destination for some of our students after they leave Wren Spinney, and to help prepare for this, students may spend some time at Moulton College or Sense College, getting to know the tutors and college routine. Some of the courses provided are specifically designed to meet needs as identified by school teaching staff, extending students' Living and Learning skills, or enable students to access subjects which they may not do at school such as small animal care.

Multi Academy Trust (MAT)

Wren Spinney is entering into a MAT with local special school, Isebrook Academy. This is a positive development for both schools and should ensure that the majority of students with an Education Health and Care Plan (EHCP) living in Kettering can be educated at one of the schools unless their needs are complex and best met by an alternative provider. There will be more openings for both staff and students to work closely together sharing facilities and specialisms to improve and extend the opportunities for all of their students.

Special School Partnerships

Wren Spinney enjoys a thriving relationship with other Northamptonshire Special Schools. The Northamptonshire Consortium of Special Schools is a curriculum enrichment initiative which offers a whole day of activity for students to access, once or twice a week. Our students visit other schools within the consortium and work with students and staff accessed courses such as Expressive Arts; Sports & Leisure; Catering; Horticulture and Design. Students from other schools access a course in Retail based at The Shop.

Accreditation

Students on Route 1 may work towards nationally recognised accreditation through a range of ASDAN courses and AIM Awards. Modules are selected which reflect each student's interests and the skills they are developing in preparation for their life after school. Students receive credits for achieving different modules, and an accumulation of credits leads to an award (8 credits), a certificate (14 credits) or a diploma (37 credits). Activities and progress are recorded in the student's portfolio of evidence; this serves as a record of achievement for the young person to take with them to their post-school placement.

Students on Route 2 may follow aspects of modules as appropriate but gain internal accreditation which gives them more time to work on skills rather than provide evidence building portfolios.

Transition Work and Preparation for Life after Wren Spinney

Ofsted (March 2011) stated that *"Wren Spinney makes excellent transition arrangements, supported by thorough planning, involves a range of outside agencies and parents and carers to ensure all students transfer smoothly when the time comes for them to move on."*

The transition work starts in Year 11 and continues through into Post 16. We ensure students have every opportunity to talk about the things they may like to do in the future and that they are fully informed about the range of future options that may be open to them. In particular, as appropriate, students attend careers and transitions events held across the town and county, and visit a wide variety of post-school provisions.

An important starting point is the Year 11 Annual Review Meeting where parents/carers and students meet together to discuss both current progress and future goals. Students with a social worker will also discuss options and future needs at Children in Need, Team around the Family or Looked After Children meetings. A Transitions worker will be identified to take over the running of their case to ensure that all interested parties are aware of needs which may include medical, respite, OT or Physio. Transition workers are allocated to support the smooth transfer to adult services and to support families to access appropriate funding. This may involve working closely with families, the school and Prospects to prevent the ceasing of EHC Plans at end of academic year and to build a case for those students who want to stay in education.

There are two parents' evenings each academic year and a 'What Next after Wren Spinney?' event, but staff can be contacted at any time to discuss current and future plans. As well as the class teacher, the following can always be contacted for additional support:

Student Administrator, Christine McPhedran; Parent Support Worker, Cindy Baylis; Prospects Advisor, Polly Corfield; The Transitions Team and Joy Ward, Deputy Head.

Conclusion

The aim of Wren Spinney is to ensure that every young person in Post-16 has a challenging, fulfilling and fun time. Our objective is to offer each student an opportunity to learn and develop in a supportive and creative environment in which there is a focus on recognising achievement and supporting progression and in which pupils are happy. We strive to offer each student a

curriculum that is matched to their set of interests and needs, and which provides every opportunity they need to develop skills for their young adult lives and beyond. We want every young person to succeed, learning in an environment where they feel safe and where it is ok to make mistakes along the way. Ultimately, we want to provide a stimulating environment where our students can truly discover more about themselves, other people, and the world around them. We see the potential for learning and success in all of our young people. It is our responsibility to help them to grow and flourish, and we know that this happens best where there is a real sense of partnership between home and school.

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