



The Russett School (Academy) 16+ Provision



Introduction

The fundamental vision of The Russett Learning Trust is to provide outstanding educational experiences for all learners by working together to provide a world class education through Challenge for Achievement and delivering the six C's of

Citizens

Confidence

Creative

Community

Character

Challenge

In uncertain times it is through our culture of excellence and the highest standards in all aspects of our work that The Russett Learning Trust will be best placed to respond to the needs of its stakeholders throughout 2016 – 2020 and beyond.

Our Vision



Our Core Values

Citizens

- 1.To prepare pupils/students for the next stage of their development.
- 2.To develop appropriate employability skills.
- 3.To provide learning outside of the classroom.
4. To encourage engagement in their local community.

Challenge

1. For all pupils/students to be life long learners
- 2.To develop pupils/students skills to be able to stay safe.
3. All pupils/ students to develop resilience to change and unpredictability.
4. To achieve excellent outcomes for all pupils /students.

Confidence

- 1.To be confident and happy in all their learning.
- 2.To prepare pupils/students to be as independent as possible.
3. To develop pupils/students understanding and resilience to change.
- 4.To promote individual life chances and develop skills for future needs.

Creative

- 1.Pupils/students to develop a love of learning.
- 2.To deliver individual learning pathways.
3. To use technology to learn and develop creative thinking and independence.
- 4.To motivate and enthuse pupils/students through a personalised curriculum.

Community

- 1.To promote understanding of their community.
- 2.Each pupil/ student has a place in society.
- 3.Pupils/students to engage in enrichment activities
- 4.To be aware of the environment in which they live and have a understanding of the wider world.

Character

1. To develop personal qualities and promote tolerance and strength.
2. To promote self - reliance.
- 3.To promote pupils /students understanding of health, wellbeing and family life.
- 4.To develop well rounded pupils/ students.

Our 16+ provision builds on learners' strengths, interests and experiences and equips them with the skills to become confident, enthusiastic and effective learners. Important skills are embedded in the curriculum for all subjects, using a wide range of practical, theoretical and creative opportunities. This will engage learners in communication, analysis, problem solving, enquiry and logical and creative thinking in many different contexts, enabling them to become adaptable, responsive and innovative, so that they can:

- **think creatively, analytically and critically**
- **work independently and collaboratively**
- **understand that learning skills are transferable**
- **communicate effectively about their learning**
- **develop reasoning/ enquiry skills**
- **understand how to bring these skills to bear in different contexts throughout their lives.**

Learners achieve best when their education successfully adapts to their individual needs to be able to prepare students for their next stage of learning. Our curriculum is about the development of the whole person. Opportunities for learners to develop values and attitudes are as important as the development of skills and knowledge, so that all learners can:

- **show success in a variety of ways**
- **develop and maintain a positive self-esteem**
- **follow a healthy lifestyle**
- **show courtesy, consideration and good humour to others**
- **be responsible, honest, caring and confident**
- **be a constructive member of society**
- **communicate effectively about themselves: articulate their own opinions and needs**

All learners are given equality of opportunity in learning. This will involve countering disadvantage by providing a relevant curriculum, and learning tasks that are accessible to, and meet the needs of, all learners, so that they can:

- **feel valued**
- **understand that learning is relevant for them**
- **enjoy learning**
- **take an active part in their own learning in our provision and want to be lifelong learners**
- **use technology efficiently as a tool for thinking, making or doing**
- **cope effectively with change and diversity**

The curriculum reflects the learners' place in their local community. It gives them opportunities to learn about the place, people and values in which they have grown up. It enables them to develop their sense of belonging, appreciate the diversity of their community and feel empowered to make a difference for the better, so that learners can:

- **contribute to the community**
- **value and respect themselves, their families and others around them**
- **value the diversity in our society**
- **value the environment in which we live**
- **participate in decision making and contribute to the community**

Achieving Adult Aspirations

Why chose our 16+ provision

Our Offer

- Accreditation
ASDAN - Personal Progress (individual Units/Award/Certificate/Diploma)
Diploma in Life Skills
- Open Awards
Functional Skills – Maths, English and ICT
- Travel Training
- Safer Food Handling
- Bespoke Work experience opportunities
- Access to our Job Coach
- College/Link courses
- Supported Internships (From Sept 2018)
- Duke of Edinburgh (From Sept 2018)
- Personalised preparation for the next stage of learning
- Nurturing environments that promote skills for life
- Opportunities to learn at the right pace

Key Areas of Learning

English/Literacy/Communication

Maths/Numeracy

Fit for Life

Culture, Beliefs and Community

Information Communication Technology

Wider Curriculum

College Link courses/Further Vocational Options

Looking after a Pet

Cooking for yourself and others

Maintaining a garden/growing plants, fruit and vegetables

Outdoor challenges

Creative Options

Visits to places of Interest

Developing Leisure Pursuits

Performing Arts

Enterprise

Our Job Coach

Our Job Coach works with individuals and small groups to help students to identify and pursue their own career aspirations, offering real life experiences of the work place, an understanding of lifelong learning, and developing skills to enable students to contribute to society to:

- Achieve nationally recognised qualifications through ASDAN and Open Awards
- Experience the workplace, receive impartial careers guidance and advice, voice their aspirations and work with staff to achieve them
- Undertake travel training
- Experience life in the community, this may include visits to local venues such as the local post office, library, shops and colleges.
- Prepare for adulthood and independent living
- Careers guidance
- Develop skills towards economic, personal and social well-being ready for the next step including progress on to College, Citizenship, Supported Internship, voluntary and/or paid employment.

Our Specialist Provision

Access to:





- Speech and Language Therapy
- Total Communication Approach
- Physiotherapy
- Visual Impaired teacher
- Hearing Impaired teacher
- Emotional Literacy Support
- Family Liaison Worker
- Health staff
- Behaviour Support Team
- Small groups/high staffing ratio



Individual Action Plan

My ambitions, Goals and Hopes for the future.



<p>Employment</p> 	<p>What would you like to do when you leave:</p> <p>How can we help you do this?</p>
<p>Preparing for Independence</p> 	<ul style="list-style-type: none"> • Self-care • Living/housing options • Travel • Budgeting/shopping <p>How can we help you do this?</p>
<p>Friends, Relationships & Community Participation</p> 	<ul style="list-style-type: none"> • Staying safe • Friendships • SRE • Community participation <p>How can we help you with this?</p>
<p>Good Health</p> 	<ul style="list-style-type: none"> • Contributing to a healthy lifestyle • SRE • Fit for life • Where to get help and support • Looking after self and others • Social and Emotional and/or health issues. <p>How can we help you do this?</p>

Transition In

We can provide individualised transition support directly into our post 16 from both current and external students. This may include a range of measures such as our staff visiting the current setting and students attending our provision. Each transition will be tailored to the individual needs of the young person and the knowledge from the current setting, parents and family.

We will

- recognise and build on students prior learning and qualifications gained
- Undertake assessments
- Discuss current and future aspiration with the student
- Identify individual needs
- Identify learning and accreditation
- Complete a Learning Agreement

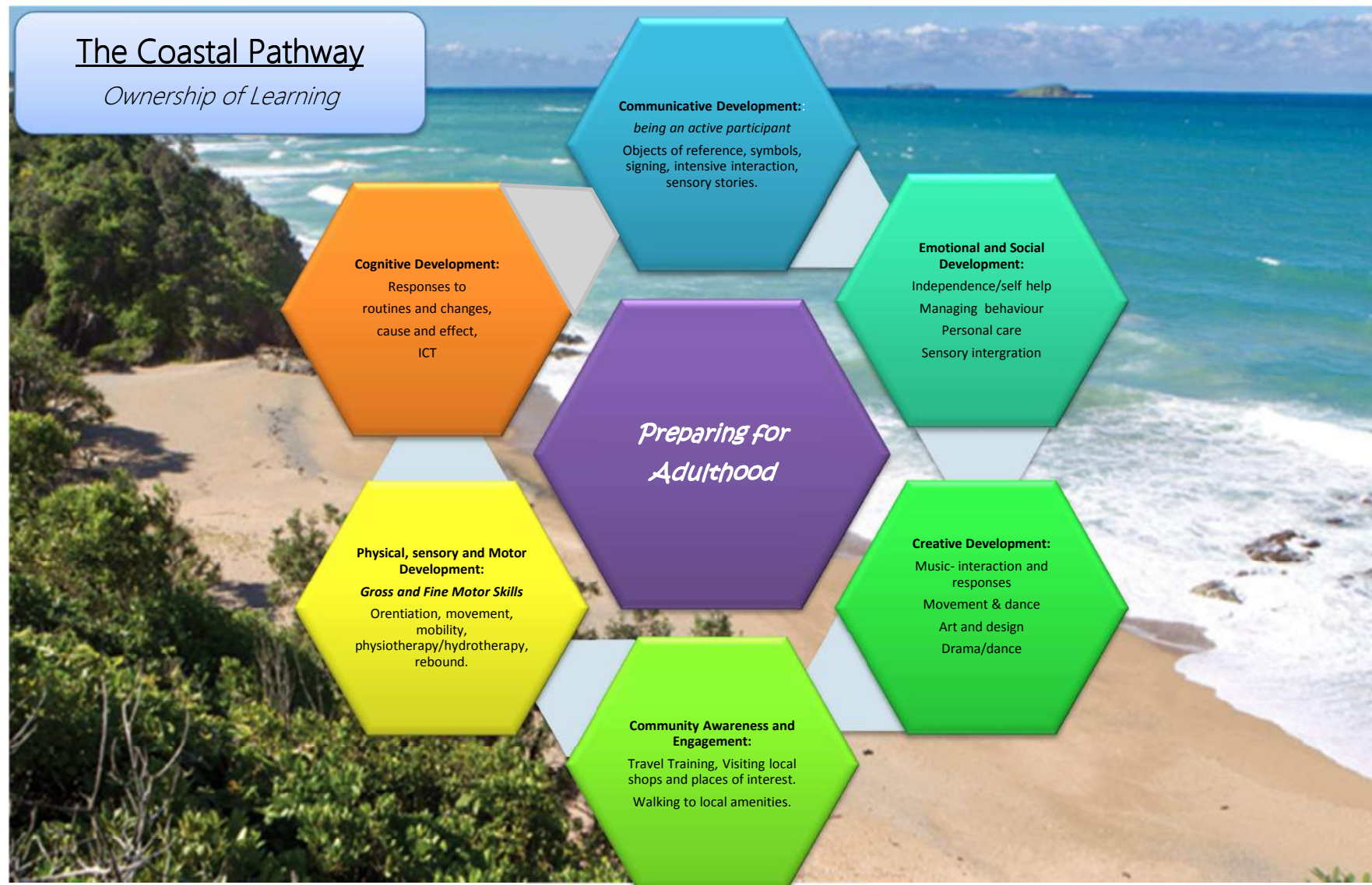
We have a planned programme of college links provision as part of our progression pathways. This enables students to be well-prepared for adult life and make well-informed decisions about their future. This may include progress on to a Support Internship, voluntary or paid work.

Transition to the Next Stage

This includes:

- Person centred planning meetings
- Support with college interviews
- Multi agency partnership
- Support for accessing the next stage
- Phased transition to the next setting
- Graduation Portfolio detailing their achievements and work experiences, external qualifications, certificates and awards
- Curriculum Vitae where appropriate
- Celebration of achievements at our Leavers Service at Chester Cathedral

An overview of our Pathways



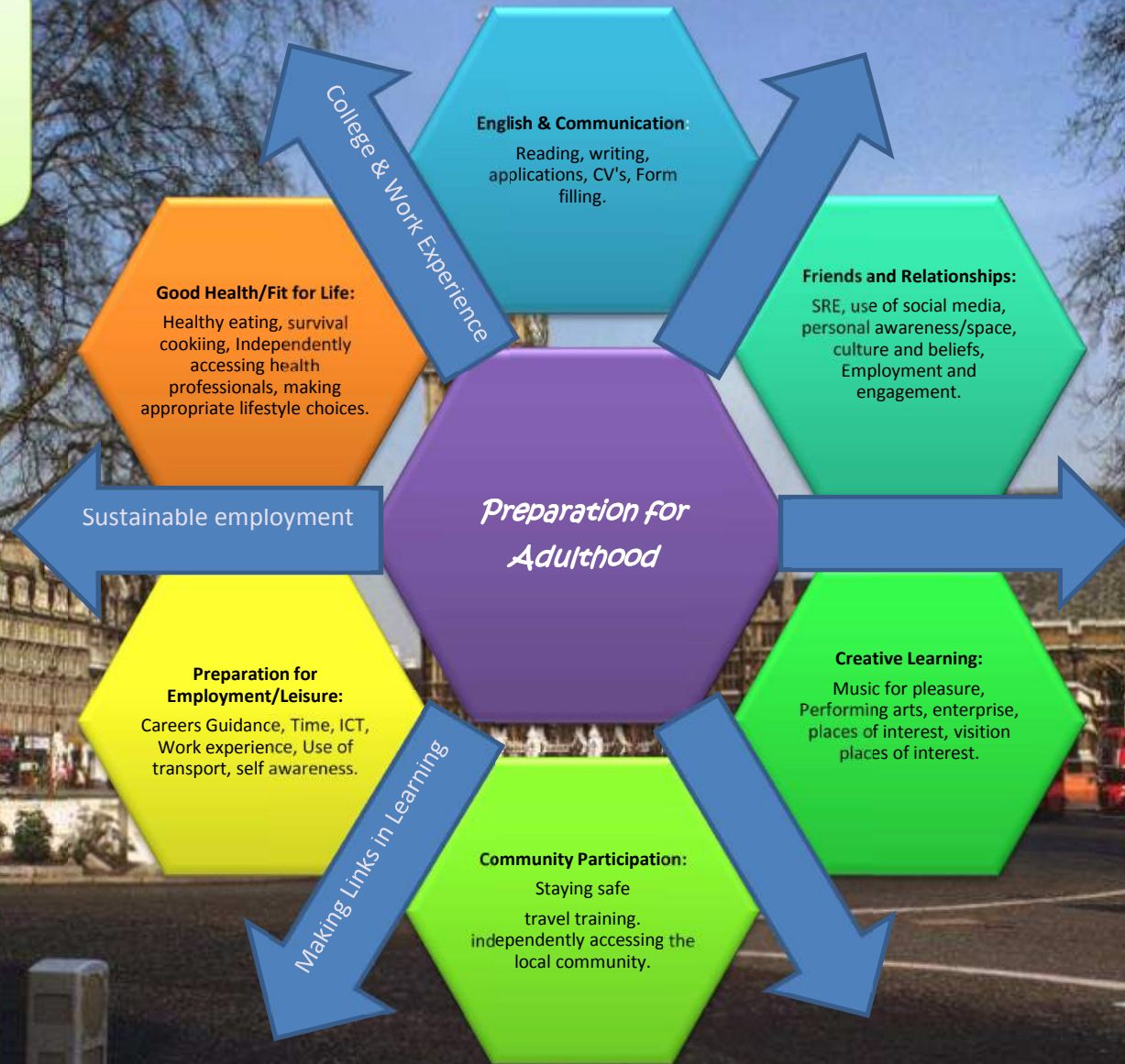
The Countryside Pathway

Learning Skills for Life

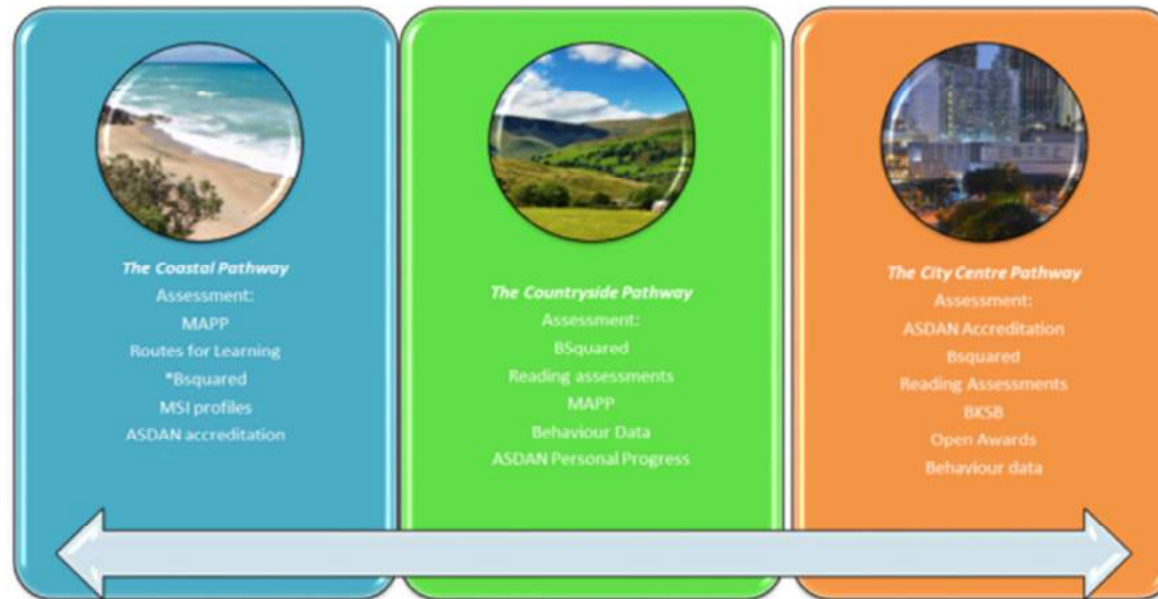


The City Pathway

*Personal & Functional –
Learning Skills for Life
and Employment*



Assessment, Evaluation and Monitoring



Assessment

Autumn Term

BSquared
Annual Review
EHCP objective
Individual Education Plan
My Goals
Progress Evening
Learning Agreement
BKSB

New Students baselines within 3 weeks of starting

Spring Term

BSquared
Annual Review
EHCP objective
Individual Education Plan
My Goals
BKSB

Summer Term

BSquared
EHCP objective
Individual Education Plan
My Goals
Progress Evening
BKSB

Where can I progress to?

Progression to can be a range of different route depending on the Pathway including

- vocational courses, Skills for Life and Work courses,
- Supported Internship programmes
- training schemes
- Community/Supported living
- voluntary work
- College
- Employment

Our 18-25 Provision

**Full economic and social participation of disabled people
is essential for Europe 2020 to succeed
in creating smart, sustainable and inclusive economy (Papworth Trust)**

National Agenda

Currently disabled people are less likely to be in employment. In January 2016, the UK employment rate among working age disabled people was 46.5% (4.1 million), compared to 84% of non-disabled people.

The Government is implementing reforms which are putting in place a coherent system for identifying and supporting young people with SEND until, age 25. These young people have a valuable contribution to make to the economy. Many can achieve a high level of skills with appropriate support and we want to ensure that the routes are accessible, inclusive and sufficiently flexible to be adapted for individual needs.

Young people with SEND are able to sustain, paid employment with the right preparation, support and reasonable adjustment they need to access a route, or other pathway to employment.

What are Supported internships?

These are structured study programmes for young people with an EHC plan, based primarily at an employer. Internships normally last for a year and include extended unpaid work placements of at least six months. Wherever possible, they support the young person to move into paid employment at the end of the programme. Students complete a personalised study programme which includes the chance to study for relevant substantial qualifications, if suitable, and English and maths to an appropriate level. Young people with EHC plans will retain their plan when undertaking a supported internship.

Our Supported Internship Programme

As part of the work of the Russett Learning Trust we are extending our provision to incorporate the 18-25 year olds as identified in the SEN Code of Practice: 0-25 (September 2014). Supporting young people with SEN to prepare for adult life, by supporting them to go on to achieve the best outcomes in employment, independent living, Good health and community participation and developing their skills to achieve long term sustainable employment in their local community.

One of the most effective ways to prepare young people with SEN for employment is to arrange work-based learning that enables them to have first-hand experience of work.

To support this, we are working in partnership with OPUS Employer Engagement Services who will

- **Provide suitable employers who are willing to host Supported Internships placements**
- **Provide sustainable employment beyond the life of the placement**
- **Work to increase the % of adults with a disability in the workplace**

How is this funded?

- **By the Local Authority**
- **Access to Work via the Department of Work and Pensions**

How will we do it?

Before the placement – Students will be gaining skills for employment in our 16 + provision

Students will attend work experience placements

Students and families express an interest at their last Annual Review to join our Supported Internship Programme

Options

- **Full immersion - 5 days in the work place**
- **Part immersion – 3 days in the work place and 2 days' numeracy and literacy support at The Russett.**

Year 1 - A minimum of 3 students to sign up for our Supported Internship programme

OPUS will provide a local employer

The students will attend the placement five days per week with the support of a Job Coach (employed by the Russett) or

3 days per week with the employer and 2 days further developing numeracy and literacy skills with the Job Coach at The Russett.

Year 2 - The employment will continue with remote support from a Job coach and/or telephone/email access to the Russett.

Beyond Year 2

The employment continues into the future with a point of contact through a Job Coach/The Russett School.

Year 1	Year 2	Year 3	Year 4
Group 1 3 students with one employer and a Job Coach	Group 1 3 students working (link with Job Coach)	Group 1 3 students in sustainable employment	Group 1 Continues with the employer
	Group 2 3 new students with one employer and a Job Coach	Group 2 3 students working (link with Job Coach)	Group 2 3 students in sustainable employment
		Group 3 3 new students with one employer and a Job Coach	Group 3 3 students working (link with the Job Coach)

Equality Statement

In accordance with our Public Sector Equality Duty, the Trust/Academy has given due regard to equality considerations in adopting and developing our 16+ provision and is satisfied that its application will not impact adversely on members of staff or students who have a protected characteristic (age, disability, gender, reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation, with the meaning of the Equality Act.

The Executive Headteacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the protected characteristics.