



Outcomes
First Group

Post 16 Policy

Baston House School and Woodside Post 16 Hub
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1.0 POST 16 ETHOS

Baston House School and Woodside Post 16 Hub (a satellite site of Baston House School) provides a specialist education provision for pupils aged 5-19 with autism and associated needs. Our Post 16 curriculum is designed to support each pupil in developing the knowledge, skills, confidence and independence needed for a successful transition into adulthood. The provision combines academic learning, vocational opportunities, personal development and real life experiences to ensure that all pupils are equipped for their next stage of education, employment, training and adult life.

At Baston House School (BHS) and Woodside Post 16 Hub (WP16 Hub), Preparation for Adulthood sits at the heart of our curriculum. Through personalised learning pathways, pupils are supported to make meaningful progress towards their individual EHCP outcomes whilst developing the skills required to live as independently and successfully as possible. Our curriculum is aspirational, ambitious and responsive to the strengths, interests and ambitions of each young person.

The curriculum is built around four key Preparation for Adulthood outcomes:

- Employment and Further Education
- Independent Living
- Healthy Living and Wellbeing
- Community Inclusion, Friendships and Relationships

These themes are embedded throughout the curriculum and are supported through dedicated Preparation for Adulthood lessons, Careers and Employability education, work related learning, travel training, community engagement, volunteering opportunities and enrichment activities.

All pupils continue to develop their literacy and numeracy skills through English and Mathematics qualifications appropriate to their individual starting points and future aspirations. Alongside this, pupils access a broad and balanced programme that include Employability Skills, Digital Skills, Duke of Edinburgh, Creative Arts, Physical Development, Independent Living Skills and vocational learning opportunities.

We recognise that every young person is unique. Our staff work closely with pupils, families, external professionals and employers to create personalised programmes of study that support successful outcomes and positive destinations. We are committed to developing self-awareness, self-advocacy and resilience, enabling pupils to understand their strengths, articulate their needs and make informed choices about their futures.

BHS and WP16 Hub promotes a culture of high expectations, respect, inclusion and personal responsibility. Pupils are encouraged to become active participants in their education, their communities and society. Through meaningful learning experiences and a strong partnership between home and school, we aim to empower every young person to achieve their potential and thrive in adulthood.

2.0 AIMS

BHS and WP16 Hub aims to:

- Provide a personalised programme of study for every pupil that reflects their strengths, aspirations, EHCP outcomes and intended destination.



- Develop the knowledge, skills and confidence required for successful adulthood through a curriculum centred on Preparation for Adulthood.
- Enable pupils to achieve appropriate academic, vocational and accredited qualifications that support future progression opportunities.
- Promote independence, self-advocacy, resilience and personal responsibility.
- Provide meaningful opportunities for work-related learning, work experience, volunteering and employer engagement.
- Foster positive physical, emotional and mental wellbeing through a comprehensive personal development curriculum.
- Develop pupils understanding of healthy relationships, citizenship, British Values and community participation.
- Work in partnership with families, external agencies and employers to support successful transitions into adulthood.
- Maintain high aspirations for every pupil and support positive destinations in employment, further education, supported internships, apprenticeships and independent living. Provide a comprehensive programme of study for each pupil that includes their academic subjects and enrichment opportunities
- Recognise and reward pupil engagement and commitment through a programme of praise and reward
- Offer an inclusive environment where tolerance is promoted and discrimination and bullying of any kind is not accepted

BHS and WP16 Hub provides a broad and balanced curriculum, with learning broken into small steps and frequent opportunities to repeat and practice skills. We use evidence-based practice to identify the unique needs, difficulties and learning skills of each pupil, then provide personalised learning experiences.

Our School expects all pupils, including those at Post 16, to continuously demonstrate *Ready, Respectful and Safe* behaviours. In line with their diagnosis, pupils are explicitly taught about key themes such as mutual respect or tolerance - as well as how to respond and regulate when we do not understand expected language or do not feel ready, respectful or safe.

These expectations are reflected in the inclusive ethos and diverse nature of our school: they are essential in preparing our pupils for life in our diverse world. They promote and support the development and understanding of both fundamental British Values and social, moral, spiritual and cultural development.

3.0 OBJECTIVES

The objectives of Woodside Post 16 Hub are:

- To deliver highly personalised learning programmes based upon individual need, ability and aspiration.
- To ensure all pupils contribute to planning and reviewing their own learning journeys through person-centred approaches.
- To support pupils in developing the skills necessary for adulthood, independence and lifelong learning.
- To promote effective communication, social understanding and self-advocacy skills.
- To develop employability skills and confidence through practical and meaningful experiences.
- To support pupils in developing independence within school, at home and in the community.

- To prepare pupils for successful transitions into adult services, employment and further education opportunities.
- To ensure all learning opportunities are age-appropriate, inclusive and relevant to future adult life.

Our curriculum is designed to lead pupils to an independence that enables them to successfully access adult life and the wider community beyond school. This includes, where appropriate, opportunities for pupils to gain qualifications that hold currency for employers and for entry to further education, all the while fulfilling statutory requirements. We prepare pupils to make informed and appropriate choices at the end of KS5, increasing pupils' choices during their school career and beyond. Opportunities provided during work experience placements also support pupils in 'trying out' roles within employment sectors they may not have considered and help them to make informed decisions about further studies or next steps.

We support our pupils to develop an enquiring mind with the confidence to 'explore' through trial and error. Lessons enable pupils to gain an awareness of 'how' they learn best and develop skills to communicate effectively in verbal and/or written form, as well as acquiring information from various sources to record findings in various ways including the use of digital technology.

4.0 POST 16 CURRICULUM

At BHS and WP16 Hub, Preparation for Adulthood forms the foundation of the curriculum and underpins all aspects of provision. Each pupil follows a personalised programme designed around their EHCP outcomes, academic needs, strengths, interests and long-term aspirations.

All pupils continue the development of literacy and numeracy skills through continued study and/or cross curricular links. Post 16 pupils are required to continue with English and Mathematics until they achieve a GCSE Grade 4 or above or Functional Skills Level 2.

The curriculum is structured around the four Preparation for Adulthood pathways:

Employment and Further Education

Pupils are supported to develop the skills, knowledge and experiences required to access future employment, apprenticeships, supported internships and further education opportunities.

This includes:

- Careers education and guidance
- Employability skills
- Work-related learning
- Work experience opportunities
- Enterprise activities
- Employer encounters
- Vocational qualifications where appropriate

Independent Living

Pupils develop practical life skills needed for greater independence and successful adult living.

This includes:

- Travel training
- Money management
- Budgeting
- Time management
- Independent living skills
- Food preparation and nutrition
- Community access

Healthy Living and Wellbeing

Pupils develop an understanding of physical, emotional and mental wellbeing.

This includes:

- PSHE
- Relationships and Sex Education (RSE)
- Physical activity and fitness for adulthood
- Emotional regulation
- Personal safety
- Healthy lifestyle choices

Friends, Relationships and Community Inclusion

Pupils are supported to build social confidence, participate positively within their community and develop meaningful relationships.

This includes:

- Social communication
- Community engagement
- Volunteering
- Leadership opportunities
- British Values
- Cultural capital experiences

Core Curriculum

All pupils will study:

- English
- Mathematics
- Preparation for Adulthood
- Careers and Employability
- PSHE/RSE
- Fitness for Adulthood

Appropriate qualification pathways may include:

- GCSE English Language
- Functional Skills English
- GCSE Mathematics
- Functional Skills Mathematics
- NCFE Employability Skills
- Digital Functional Skills
- Duke of Edinburgh Award
- Trinity Rock and Pop
- Arts-based qualifications including Design Technology and Art & Design
- Unit Award Scheme Accreditation

Qualifications and accreditations will be selected according to individual ability, need and future aspirations.

Work Experience and Work-Related Learning

BHS and WP16 Hub seeks to provide work-related learning opportunities for all pupils where appropriate.

Experiences may include:

- Internal work placements
- External work placements
- Employer encounters
- Volunteering opportunities
- Enterprise projects
- Careers events

Where possible, placements will align with pupils' interests, strengths and intended career pathways.

Qualification Entry

Entry for qualifications will be determined through ongoing assessment and professional judgement. To be entered for accreditation, the school will consider:

- Attendance and engagement
- Completion of required coursework
- Evidence collected throughout the programme
- Progress towards qualification outcomes
- Readiness to complete examinations successfully

5.0 POST 16 PRIVILEGES

A key aim of BHS and WP16 Hub is to support pupils in becoming increasingly independent and confident young adults. Opportunities for independence are carefully planned and personalised to ensure they are appropriate, safe and educationally beneficial.

At BHS and WP16 Hub, we want to celebrate our Post 16 pupils through allowing them additional benefits. These privileges are given to pupils who show Ready, Respectful and Safe behaviours and are implemented to an individual when deemed ready. This decision will be made by school staff, in conjunction with the young person and their family.

The privileges for Post 16 pupils include:

- Local community access during form times and lunchtimes (this can be either independent or supported, depending on the pupil need)
- Access to a school fob which can support them moving around the school independently
- Leadership responsibilities
- Independent management of personal timetables and deadlines

To receive and keep their Post 16 privileges, pupils will need to demonstrate that they are *Ready, Respectful and Safe*. They will need to meet this criterion at all times and risk losing their privileges if they do not.

Please see below for an example of the criteria which will be shared with pupils:

To show I am Ready, I will:

- Independently travel outside of school hours
- Cross the road safely
- Know how to tell the time and/or set a reminder so I can return to school on time
- Hand my phone in on arrival and when I return from break/lunch, or **place it in a pouch**
- Report lost key fobs immediately

To show I am Respectful, I will:

- Attend and engage in a minimum of 80% of learning across the week
- Work positively with staff and members of the community
- Treat my fob with respect, keep it safe and attached to my lanyard

To show I am Safe, I will:

- Display safe behaviours in school and the community
- Engage in a restorative conversation before leaving site if I have been unsafe that day
- Only use the key fob for myself and never give it to another pupil
- Follow the school rules on use of mobile phone and technology

During the school hours of 8:45am and 3.05pm school hold responsibility for my safety. I understand my community pass can be removed for periods of time if staff feel I may be unsafe in the community.

What does 'unsafe' mean?

Examples include physical aggression, kicking doors, shouting, swearing, making threats, harming others or self, property damage or anything else that is deemed unsafe by staff.

6.0 POST 16 PUPIL EXPECTATIONS AND AGREEMENT

Pupil's name:

'At Baston House School and Woodside Post 16 Hub, we will support you to become an independent, confident and successful young adult.'

As a Post 16 pupil, you will be given independence privileges, including community access, use of a school fob, leadership opportunities and greater responsibility for managing your learning. These privileges are based on trust and can be removed if they are not used safely.

I agree to be ready

- ☒ Attend school and arrive on time
- ☒ Be prepared for learning and engage positively
- ☒ Return on time from breaks, lunch and community visits
- ☒ Manage my timetable and responsibilities independently
- ☒ Report a lost key fob immediately



I agree to be respectful

- ☒ Treat everyone with respect
- ☒ Follow school expectations and policies
- ☒ Always try and complete my work to the best of my ability
- ☒ Meet agreed deadlines and use school property responsibly



I agree to be safe

- ☒ Behave safely in school and in the community
- ☒ Follow staff instructions and safety plans
- ☒ Use my key fob responsibly and only for myself
- ☒ Take responsibility for my actions and have conflict resolve if needed
- ☒ Ask for help when I need it



Mobile Phone Rules

- ☒ I will hand my phone in or place it in a phone pouch when I arrive at school
- ☒ I will hand my phone in or place it in a phone pouch when I return from lunch
- ☒ I will not use my phone when I am in school
- ☒ I will follow the school's technology and online safety rules



I understand that:

- The school is responsible for my safety during the school day.
- Independence privileges are earned through Ready, Respectful and Safe behaviour.
- Privileges may be removed if staff believe I am not using them safely.
- Unsafe behaviour includes aggression, threats, damaging property, unsafe language or actions that put myself or others at risk.

I understand the expectations of Post 16 and will do my best to be Ready, Respectful and Safe every day.

Parent/Carer: I do / do not give permission for my young person to go offsite for lunch time.

Pupil Signature: _____ **Date:** _____

Parent/Carer Signature: _____ **Date:** _____

Pupil mobile number (for emergencies): _____

Form Tutor Signature: _____ **Date:** _____



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