

## 6<sup>th</sup> form rationale

For the vast majority of our learners, they will be ready to transfer away from Westbourne School by the end of Key Stage 4 and we will secure some form of education, employment or training. This will be achieved through targeted careers support.

We have already established links with provisions such as West Notts, Doncaster and Derby College and we will look to create positive relationships with a wider array of post-16 providers as we grow and serve more areas.

As our curriculum is a mixture of academic, vocational and practical learning, pupils engage in a variety of subjects and experiences and this allows for a broader options base for our leavers. It also means they will have potentially obtained Entry Level – Level 2 qualifications which means they can potentially access higher level courses at college and negate the requirement of foundation years.

Although this is the objective for most of our young people, some may not be ready for the transition and may require an additional year or two, accessing our post-16 provision. Reasons pupils may need to access this include:

- being incredibly vulnerable and will not be able to cope with a mainstream college environment;
- joining us significantly late in Key Stage 4 and require an additional year to access KS4 qualifications;
- have been out of education for a significant period and therefore access a lower stage of education and required additional time to close the gap on their peers before beginning KS4 courses.

Where there is a possibility that a child may require a Year 12 place, the school will host an Annual Review in the Autumn term and share this with the appropriate Local Authority at the earliest possible opportunity. This provides the pupil and family with clarity around next steps and also provides sufficient time to create a bespoke timetable.

In terms of our Year 12 pathways we have a variety options available dependent on the pupil need.

### **Pathway 1**

Mixture of school, college and work experience

This can slightly change, but the main idea would be that a child accesses:

- 2 days of school
- 2 days of college (Entry Level / Level 1 – 1 year course)
- 1 day of work experience.

Whilst at school, pupils will complete top up English, Maths and Science and will be able to access options of either an academic or vocational focus. Pupils would then re-sit any exams as necessary (Functional Skills, GCSE, etc.)

At college, children will be offered varying degrees of support both from Westbourne staff and college staff. There will be a planned transition in place but we would aim to get to a point where pupils accessed college independently. However, where necessary, school staff will support at the provision.

As part of our safeguarding and quality assurance measures, we would ensure that we have the college's:

- Safeguarding policy
- Safer recruitment policy
- Site risk assessment
- Subject risk assessment
- Key contact details
- Curriculum overview.

We would also complete our own risk assessment, especially highlighting independence opportunities. On top of this, we will also complete termly QA checks where the Head of Education will discuss academic progress and ensure individual pupils are on track to achieve qualifications.

Work experience can take a variety of forms but we would plan for a pupil to access a full day at a vocation, ideally local to where they live in order to again develop independence. As with college, we will initially offer support but would aim for this to become a fully independent opportunity. In order to ensure safeguarding, the school will complete DBS checks on staff, complete a risk assessment and will have the company's public liability insurance information. As with college, the placement will be reviewed at least termly by a member of the SLT.

Where there are specific concerns, we will share these with the provision and expect a response to address. Where we are not satisfied that the safeguarding or the quality of education provided is effective, we will end placements at the provision and source alternatives.

## **Pathway 2**

For pupils who are cognitively able but may have joined us late or missed a significant chunk of education, pupils will essentially complete Year 11 in Year 12. This will be communicated with all stakeholders and it will provide pupils with the time and support they require in order to achieve the best possible outcomes.

Whilst on 'pathway 2', pupils will also have the ability to access additional interventions and complete the Duke of Edinburgh Bronze or Silver Award. Where possible and/or appropriate, we will also identify potential work experience opportunities. These may not be full day, but they will offer an insight into the world of work and will support the development of independence which many of these learners will not have.

As part of 'pathway 2', we will also look to target specific life / independence skills that pupils may require in order to access the next step of their education, employment or training. This will be linked towards ASDAN accreditation and tasks and areas for development will be identified in line with the pupil and wider stakeholders.

Towards the end of Year 12 and after examinations, we would then utilize this time to work with local colleges to start transitional work. Many of the learners on 'pathway 2' with high levels of anxiety so

we will utilise this 4-6 week window in order to travel to and access learning at the college with staff support.

### **Pathway 3**

For our most vulnerable pupils or for some pupils that may have some form of learning difficulty, we will offer a Nurture+ provision. Much of the timetable will be a top up of their previous KS4 timetable but pushing towards a higher level of accreditation. For example, progressing from Entry Level 3 to Functional Skills. These pupils will be able to access additional vocational courses and will also have the opportunity to complete the Duke of Edinburgh Award which they may not have done previously due to their learning needs.

Nurture+ would continue to follow more of a Primary based approach with minimal transitions, however, there will be a higher emphasis on independence and life skills and community based interventions will be included such as, using public transport. Pupils will work towards ASDAN qualifications in these vital skills.

As with pathway 2, we will also provide additional careers advice and will source appropriate foundation courses at colleges local to the individual pupils.

### **6<sup>th</sup> form intent**

Although we would expect the majority of pupils to leave by the end of Key Stage 4, we would expect all pupils to be ready to transition away by the end of Year 12. This additional year will give us the time to address any significant gaps that are a barrier to accessing the community and other provisions. By this point, we would also expect that the pupil is ready to access new experiences and challenges.

Our overall objective is to ensure that children have the ability to interact appropriately with peers in other settings and scenarios, being able to function and access education and eventually employment. For children who have arrived late or missed a substantial amount of education, this may not be possible by the end of the Year 11, with the additional buffer year, we will ensure that each pupil has these skills and are therefore significantly more likely to engage and succeed with their next steps.

Although we can, we would very rarely accept a direct referral to our post-16 provision. With limited information, it would be difficult to identify the correct pathway.