



Oakfield Park School

POST 16 PROSPECTUS



"The quality of education at Oakfield Park is outstanding"

*"By the time students leave school they are
exceedingly well prepared for adult life"*



Oakfield Park Post 16 is Local Authority maintained and provides education for young people aged 16 to 19 years with severe, complex or profound and multiple learning difficulties. Many of our students have additional needs including autism, sensory impairment, challenging behaviours, medical and physical difficulties. After considering the alternative options during their time in Key Stages 3 and 4 students usually choose to move into Post 16 at Oakfield Park and are joined by other young people with Education, Health and Care Plans (EHCPs) from across the Wakefield Metropolitan District and beyond.

In Post 16, we aim to make our students more independent by offering a varied and enjoyable curriculum and in line with The SEND Code of Practice (January 2015) to develop as far as possible, skills to help our students become happy, active, healthy and contributing members of society:

"Preparing for adulthood" means getting ready for:

- *the next step in education, employment, training or living arrangements - this includes exploring different options, such as supported internships, becoming self-employed, college courses, supported living, Shared Lives or Day Opportunities*

- *participating in society - including having friends and supportive relationships, participating in, and contributing to the local community*

- *independent living - this means young people having choice, control and freedom over their lives in the support they have, their accommodation and living arrangements, including supported living*

- *being as healthy as possible in adult life"*



Our Post 16 curriculum is based on developing skills around the following areas to prepare our students for adulthood:

- participating in meaningful work
- living with a degree of independence
- being physically healthy through activity
- being physically healthy through diet
- using money and telling the time
- traveling with some independence
- accessing the internet and social media safely
- socialising safely, appropriately and confidently

We fully understand and appreciate that for some of our students the aspects of these points are more relevant than others and that many of our students will always require some level of support.



The Post 16 Lifeskills Flat

Additionally, all students are required to further develop Maths and English skills in line with government guidelines. We acknowledge that while the content of these subject areas will be based on the specifications for Entry Level Functional Skills for our more able students, considerable differentiation will be required for many of our other learners.

Post 16 Student Pathways

Post 16 students follow our Formal, Semi-Formal or Informal curricula and are in class groups dependent on need and ability rather than school year based on information from EHCPs, class staff and other associated professionals. These arrangements are regularly reviewed and students may change pathways during their time in Post 16.

Informal

Our informal curriculum pathway is for our most complex learners. They work on a multisensory curriculum based around engagement and their interests. Learners require a higher level of adult support both for their learning needs and their personal care and are likely to need sensory stimulation with their curriculum broken down into very small steps. Some of our learners communicate by gesture, eye-pointing or very simple language. Students on this pathway may have PMLD or Complex needs identified on their EHCP



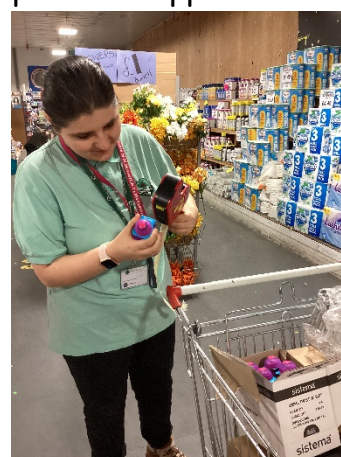
Semi-Formal

The semi-formal curriculum pathway focuses on developing the practical application of skills and knowledge. It centres around the development of student voice and choice, fostering positive social communication skills and independence. Students are provided with learning opportunities that develop self-help skills for use in both the home and in the community along with experiences of work that build personal skills and promote independence. They may complete accreditation for English and Maths where appropriate for life beyond school. Student on this pathway may have SLD or Complex needs identified on their EHCP.



Formal

Our formal curriculum pathway focuses on developing the practical application of skills and knowledge as well as higher levels of independence and social skills through work experience placements, enterprise projects, meal planning and preparation, choosing and using leisure facilities and travel training. It focuses on the development of student voice and choice, fostering positive social communication skills and independence. Students will complete accreditation for English and Maths where appropriate for life beyond school. Students may have SLD or Complex needs identified on their EHCP.



Tracking Progress

During Post 16 students show progress through improved communication, taking increased responsibility and demonstrating greater independence.

Students are set Individual Education Plan (IEP) targets three times per year which are based on their EHCP Outcomes and shared with parents. These IEP targets then inform the small step objectives to be worked on in teaching and learning sessions over the relevant school terms, in order that students are able to make progress towards their EHCP Outcomes.

IEP target achievement is recorded every term and evidence of progress is recorded electronically on Evidence for Learning.



We also make use of Evidence for Learning software to record and monitor student development and progress along specific Learning Journeys. Students are baselined on the relevant Learning Journeys and development is evidenced through photographs and / or witness statements. Each student progresses through "Emerging" and "Developing" until they become "Secure" at each step on the journey. Journeys cover areas such as communication, cognition and independence skills and are not necessarily linear but are appropriate to preparing each student for the next stage in their lives.

Students are awarded Post 16 Achievement Certificates as acknowledgment of work and progress.

Accreditation

Dependent on their pathways and targets by the end of year 14;

- all our students achieve a minimum of an Entry Level 1 Qualification in ASDAN Personal Progress (PP)
- some will gain an ASDAN Award in Employability at Entry Level 2
- some will achieve a BTEC in Pre-vocational Studies at Entry Level 2
- some students will achieve Entry Level 1 or 2 in Maths and/or English Functional Skills

Our leavers successfully move on to specifically identified destinations be it accessing a Supported Internship, continuing education at college, supported living or accessing appropriate social care provisions. We work hard to facilitate smooth transitions for all our students to the next phase of their lives.

Work Related Learning Opportunities

Within Post 16 we provide a wide range of work experience opportunities both on and off site. Students work in horticulture, construction and in the school office or alongside the site supervisor.

Off-site opportunities can include working in a charity shop, a hair salon, on a farm, at the local dog kennels, in cafes or fast food outlets and within local primary schools. Whenever necessary our students benefit from 1:1 support and may progress to accessing longer term regular placements if appropriate.

Post 16 Enterprise

Students learn about enterprise in Post 16 by making and selling items such as pots of bulbs, home grown vegetables, calendars, wooden planters, bags, cakes and jewellery.

Students also take turns to work in and run the break time Tuck Shop and the popular weekly Coffee Shop. Students are involved in all aspects of running the Coffee Shop such as setting up, taking orders, preparing food, waiting tables.



Post 16 Values

Everything we do is built around our values of:

- **Respect**
- **Self Determination**
- **Inclusion**
- **Building relationships**



and developing the ethos of being "HERE FOR EACH OTHER"



Extra-Curricular Activities

Post 16 students participate in a range of activities including the school annual drama production and sporting events such as Disport, Boccia tournaments and football matches.

Post 16 Home to School Transport

Please be aware **ALL** students need to re-apply for Home to School Transport before moving into Post 16 in line with WMDC Policy. A contribution will be payable, although students may be eligible for a bursary - please contact the School Business Manager for more information. Our Parent Support Adviser is able to offer assistance with applications and her contact details are below.

Oakfield Park School

All Different, All Valued, All Equal



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Key Stage Facilitator: Sam Scott

Parent Support Adviser: Tracy Bunko



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