

WELCOME
TO CASTLE
6TH FORM



Welcome

Castle 6th Form offers two- or three-year courses for Post 16 students who have an Education, Health and Care Plan. We provide a full-time, five-day specialist provision which gives students an individualised curriculum, geared to their specific physical and therapeutic needs and tailored towards their interests.

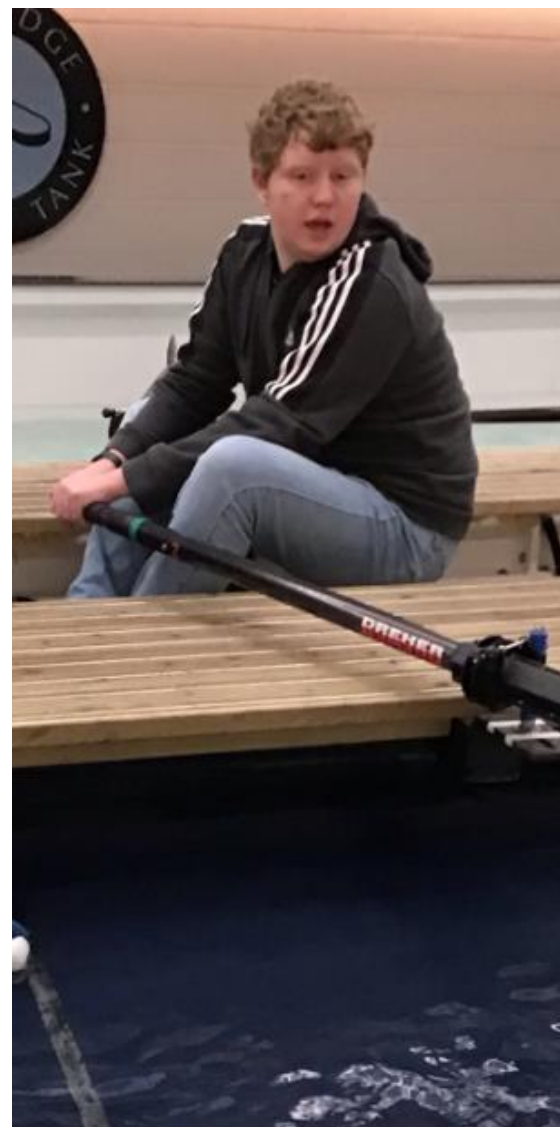
Students are listened to, supported and encouraged to make their decisions and create their own pathway through 6th Form and beyond. We provide a Preparation for Adulthood curriculum, building on previous learning in life and self-help skills so that each individual becomes more prepared for the transition to post-school provision and adulthood.



Our aims

Our aim is to equip the students with the skills they will need to become valued and integrated members of their communities.

Each of our pathways ensures that the students' educational journey is tailored to meet their needs as well as to challenge them. In the 6th Form learning is planned around individual needs, interests and ambitions of the young person.



Our aims

Maximise capabilities for independent learning

Offer age-appropriate opportunities

Prepare for adulthood

Develop health and wellbeing awareness

Prepare for meaningful work and understanding of the world of work

Enable social skills and communication

Access the community safely and independently

Offer meaningful learning opportunities

Provide a suitable learning environment

How we do it

We offer an individualised and bespoke therapeutic curriculum for each pupil. This is based on ability, interest, and preparation for next steps.

Staff encourage and nurture pupils, helping them to make progress in their lessons as well as allowing them to access the curriculum with increasing independence. We build very strong relationships with our pupils and support both inside and outside the classroom. We are very proud of the emotional support we provide for our pupils in self-regulating groups/activities; alongside the 1:1 support we offer for our most vulnerable pupils.



How we do it

Multi-sensory
approach

Community
and
environment

Leisure and
choices

Personal skills

Preparation
for life

Vocational
learning

Functional
skills

Targeted
therapeutic
pupil support

EHCP
outcomes

Citizenship

Health and
wellbeing

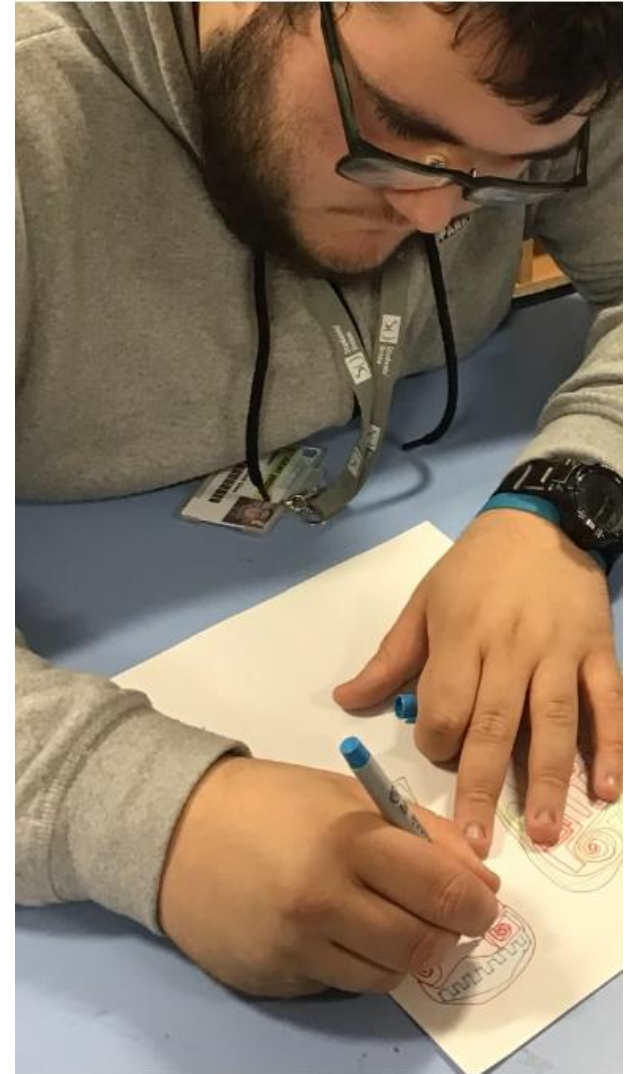
Work
Experience

National
Citizen
Service

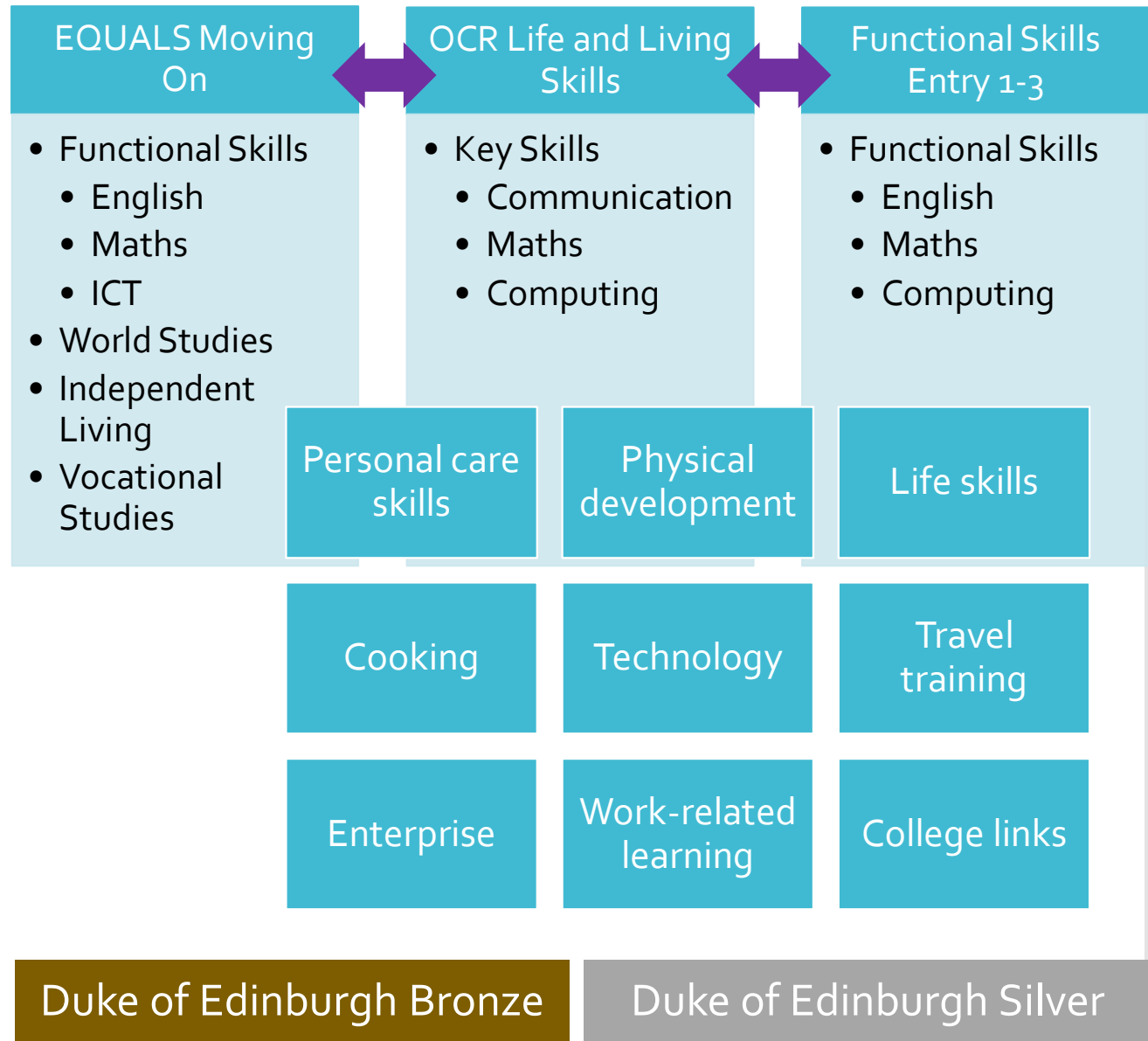
Development
of life skills

Accreditation

We organise our learning through personalised vocational and accreditation pathways for all our pupils on the pre-formal, Semi-formal and Formal pathways. These are used to create individualised learning programmes with opportunities for personal development that can flow across the curriculums with 6th Form. Students have the opportunity to work with us for 2 or 3 years depending upon the path they choose, or which is most suitable for them. We work in partnership with the young person and their family to develop the right learning programme so that our students can achieve long term goals.



Accreditation pathways



Our curriculum

endorses wellbeing

maximises progress

helps build on achievements

forms an integral part of teaching and learning

uses assessment tools fit for purpose

helps young people progress towards their aspirations

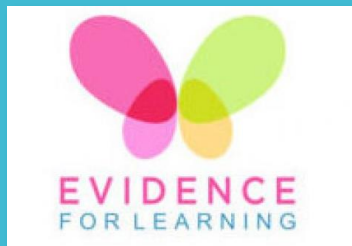
draws on evidence of learning



Our curriculum: impact

The impact of the strategies and interventions used is shown through the development of the pupils' reading ages, attendance data, as well as departmental data within OCR and Equals Moving On accreditation, Engagement data and PSI recording.





Communication with parents

We communicate with parents daily through the Evidence for Learning app. This provides photos and written descriptions of a child's progress in school and allows parents to share home news too.

Some parent quotes from Annual Reviews:

Cognition: "You have techniques that work. You guys are amazing."

Communication: "You speak to him like an equal."

Social/emotional: "He wants to come to school, he loves school."

Social/emotional:
"More social interaction – the change into 6th Form seemed to suit her."

Behaviour: "She has come on leaps and bounds with SALT and OT support. She is much calmer and does not get herself wound up or upset."

Preparation for Life

The emphasis throughout our 6th Form is the transition to adulthood. All the teaching and learning opportunities within 6th Form reflect as closely as possible, real working life or leisure situations to prepare our students for the future.

Every opportunity is taken to use and explore facilities in the community to broaden our students' experiences and give them the confidence to succeed in a wide range of situations.

The accreditation pathways we offer aim to identify, plan and accredit the achievements of our students in all aspects of their work.



Independence skills

These are developed and focused on through a variety of activities:

Independent life skills on- and offsite

Travel training

Transfer of skills into community settings

Community Awareness

Sports Leaders Course

Enterprise and work experience opportunities

Leisure

Duke of Edinburgh Bronze and Silver

Kelsey Kerridge gym and Parkside Pool

Orienteering

Transition planning

Bike Ability

First Aid

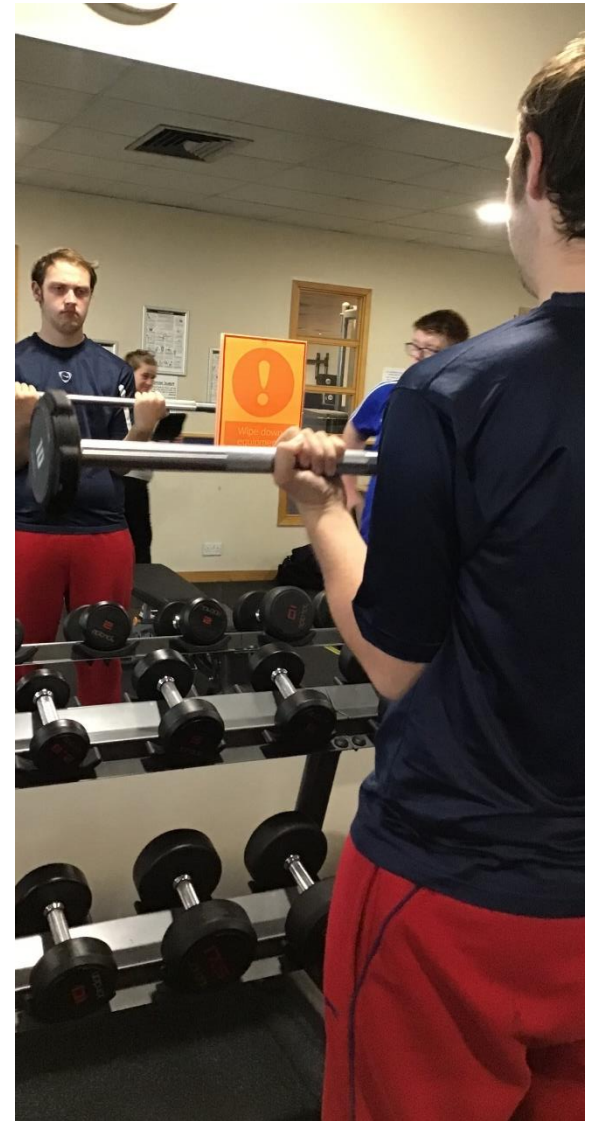
National Citizen Service

Community

We offer a dynamic and inclusive 6th Form community that supports and treats our students as individuals.

We offer a bespoke common room with vibrant outside areas. Students are involved in whole school activities such as Red Nose Day, Operation Christmas Child and celebrations; Harvest Service, Christmas Service and the Easter Service.

A large part of our curriculum is based in the local & wider community, allowing students to apply skills functionally when interacting with and accessing the wider community.



College links

We have built good links with our local colleges and provide bespoke college links based upon individual student's need with opportunities to develop both social skills within the teaching rooms and canteen to further developing their accreditation pathway through OCR.

Students attend college one morning or day a week depending upon the campus they are visiting, with these links used to further enhance their post-19 transition. In their final year, students will regularly visit the campus they will be attending for their post-19 placement.



Vocational employability

Step 1

School-based learning including services and products

- Mini Enterprise project
- Term 1: Products to sell
- Term 2: Planning a whole school event
- Term 3: School café

Step 2

Supported group placement, eg:

- Emmaus
- Darwin Nurseries
- Milton Country Park
- Snake Hall Farm
- Paxton Pits

Step 3

Independent placement, eg:

- Phoenix trust
- Café
- Co-op
- Care Homes
- Children's Centres
- Premier Inn

Targeted pupil support

We aim to create and are proud of our nurturing atmosphere in which our students can succeed in their accreditation pathway *and* as a whole person. As a fundamental basis of this, we support and scaffold their development so enabling students to begin to manage their own emotional needs.

Drama
therapy

Creative arts
therapy

Music
therapy

Targeted
reading

Listening
programme

Soundhealth
programme

Reflective
spaces

Rebound
therapy

Behaviour
therapy

Multi-sensory approach

For our students with complex difficulties and sensory impairments we use a range of multi-sensory approaches to consolidate and extend their early communication skills and their understanding of their environment.

Skills are taught within the classroom with every opportunity provided to then practise them in 'real life' situations and environments.



Multi-sensory approach

Physiotherapy

Brushing

TACPAC

Hydrotherapy

Light room

Massage stories

Intensive interaction

Call and response stories

Resonance board

Sensory circuits

Soundbeam

Intervenor approach

Sherbourne Movement

Communication

We strive to provide a positive environment that offers a wealth of supportive strategies, through the use and advice of external and internal professionals, training and resources.

switches
and iPads

body signs

objects of
reference

massage
social stories

resonance
board

Intensive
Interaction

Braille

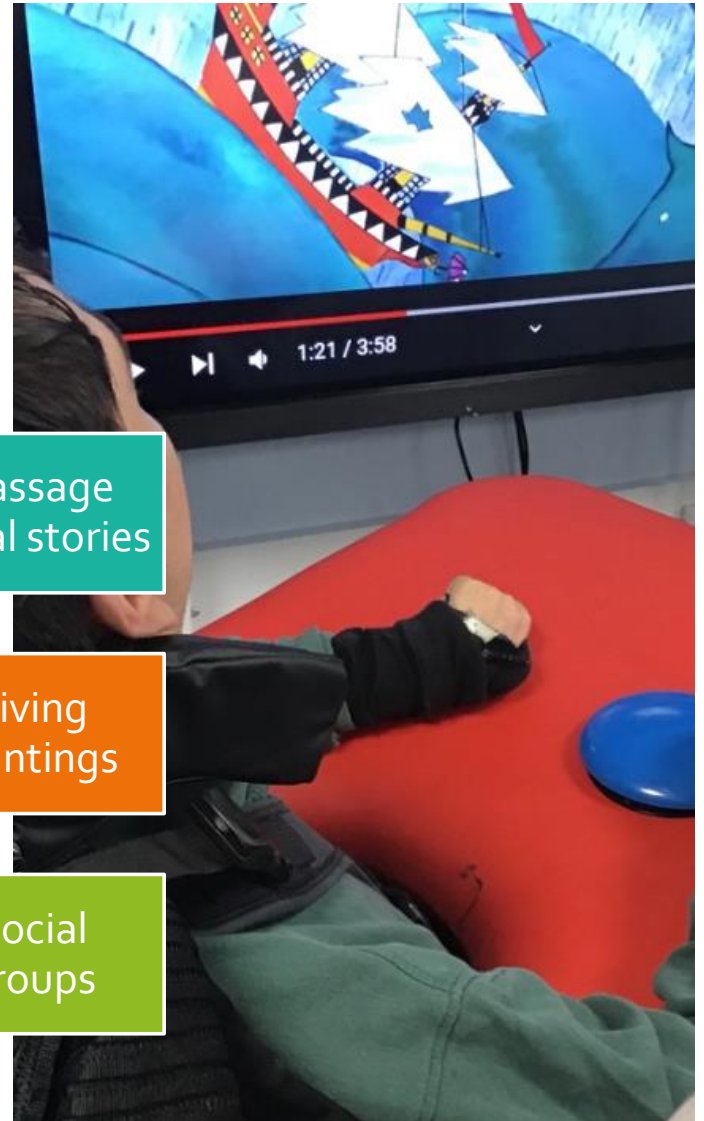
Living
Paintings

PECS

Makaton

sensory
stories

Social
groups



Reading

We actively encourage reading not just functionally but also for pleasure. Within their tutor groups, students have the opportunity to read daily, individually or in pairs or small groups. For those students identified as requiring it, we also offer targeted reading support.



Learning in context

We aim to give all our students the opportunity to learn and develop functional skills (such as money skills, communication and reading skills) in real life contexts.

This is planned for and delivered for all the different ability groups within 6th Form. From using switches to lead call and response stories in the school's outdoor theatre to shopping for Secret Santa gifts using money, communication and social skills. For our more formal learners we use real life contexts such as college applications and personal statements for their Education Health Care Plans. This brings life skills learning to life in ways which are dynamic and memorable, building upon individuals' confidence and self-esteem.



Functional skills: maths

All students within 6th Form have opportunities to work on their Functional Skills Maths qualifications to support the development of their practical skills.

This is delivered through individual and group work in which they participate in maths projects or topic work related to everyday situations, developing their reasoning and problem solving skills. From money management, budgeting skills and personal finance skills to learning to use domestic appliances and telling the time.

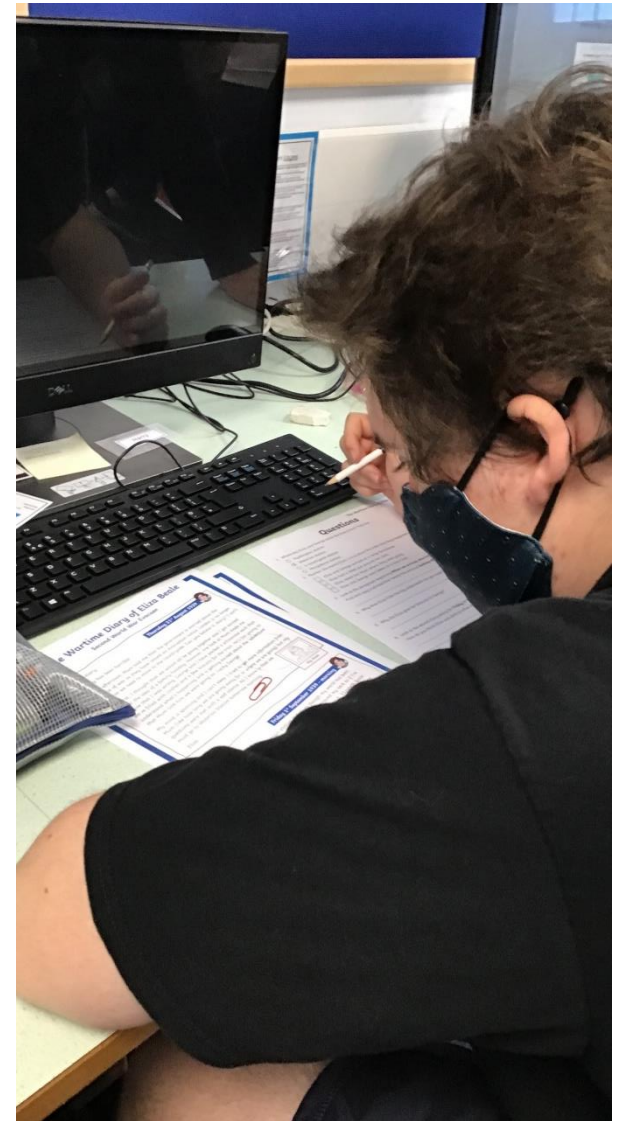


Functional skills - English

Through projects and real-life scenarios, our aim is that our students learn to be as independent as possible with their daily functional literacy skills.

We work to equip students so that they have the skills to read and write functionally, including learning to complete forms and documents. We teach them to understand and follow written and verbal instructions.

We teach conversational and personal interaction skills so that they can express themselves clearly and interact appropriately and successfully with others.



Independent living

To ensure our students are well prepared for their future lives and can be as independent as possible, we offer an independent living carousel that focuses on home management, life skills cooking and DIY skills.



Leisure and good health

This area is linked to the physical aspect of our Duke of Edinburgh Award and Life and Living Skills. We have a very strong focus on promoting good physical and mental health through positive use of leisure time.

This is seen through timetabled leisure sessions, students being encouraged to attend clubs within school time and bespoke activities linked to individual outcomes from the students' Education Health Care Plans.



Duke of Edinburgh Award



Pre-formal and semi-formal Students following the Moving On curriculum have the opportunity to continue and complete the DofE Bronze Award over five years.

Semi-formal and Formal learners also have the opportunity to complete their Bronze Award and their Silver Award.



National Citizenship Service

We have worked to create strong links with the National Citizenship Scheme and support our students within term time to access this fully. We are proud that we were part of the NCS pilot to bring the scheme to young people with additional needs. The collaborative hard work of both Castle 6th Form staff and NCS staff was recognised within national awards for the last two years.

For participating students this is a one week residential with opportunities for students to build friendships with peers from Castle 6th Form and other local SEN providers. This is followed by individual days that build and extend this work through community projects.



Planning for the future and careers guidance

We work with multiple agencies and parents throughout the EHCP process building upon previous work within the school to ensure that parents and carers are well informed and are confident in accessing all that is available for their young person.

For our students we offer bespoke support and guidance that continues when they have left to ensure that they have the best possible transition into post-19 education.



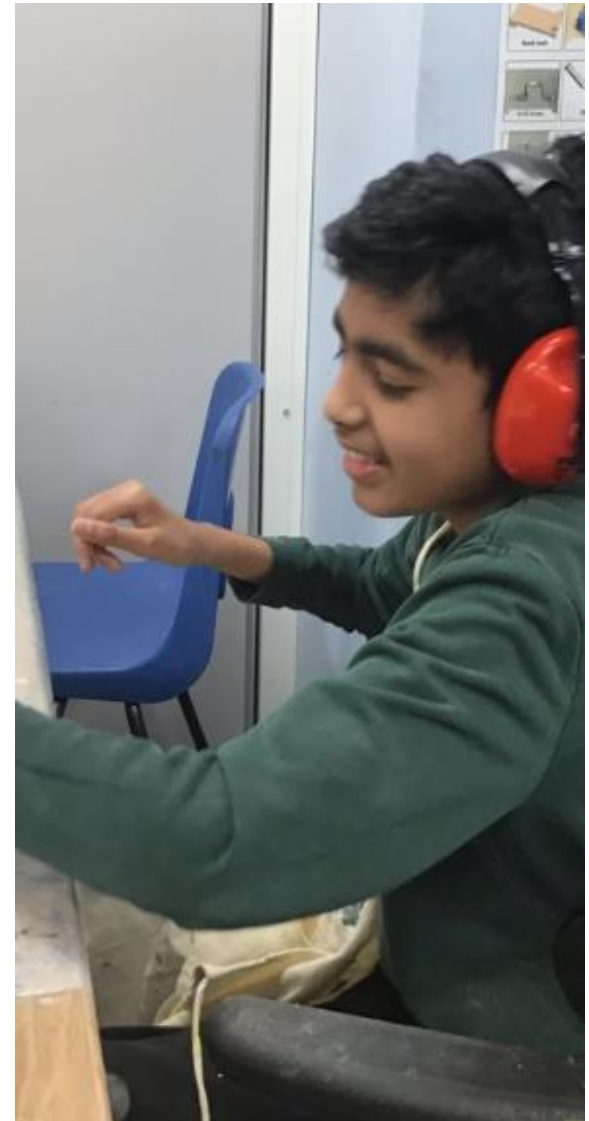
Planning for the future and careers guidance

We hold an annual Opportunities Afternoon to which both education and social care providers are invited. It is held specifically within school hours so that our students can attend and explore and participate in activities run by each establishment. To further support our students, we ensure each has a Transition Passport. This shares pertinent information with their next placement along with Communication Passports for those students who require it.



Planning for the future and careers guidance

We ensure that our students are not only supported into education but also social care provision. For example, in a student's final year they will have opportunities to visit and experience social care provision in the form of Bedazzle, Rowan Humberston, Darwin Nurseries and Snakehall Farm. We are flexible in that we can ensure individual students can attend placements both for social and education placement according to transition need.



Friends and relationships

We strive to ensure that our 6th Form students have organic opportunities throughout the week to build positive relationships not only with one another but also the staff supporting them.

We do this through planned sessions within each group's timetables, such as a Communication Café for Wolfson tutor/teaching group, within PSHE and tutor time sessions, as well as creating bespoke groupings to support students in building, nurturing and developing relationships with one another.

Parents have commented on the positive changes they have seen on their young people when they join 6th Form: becoming more chatty, and joining in more with family activities from sitting at the table to instigating conversation with extended family members. Young people learn to become active members of their household, contributing to helping with household tasks (linking back to skills developed in life skills sessions).



Post-19 transition

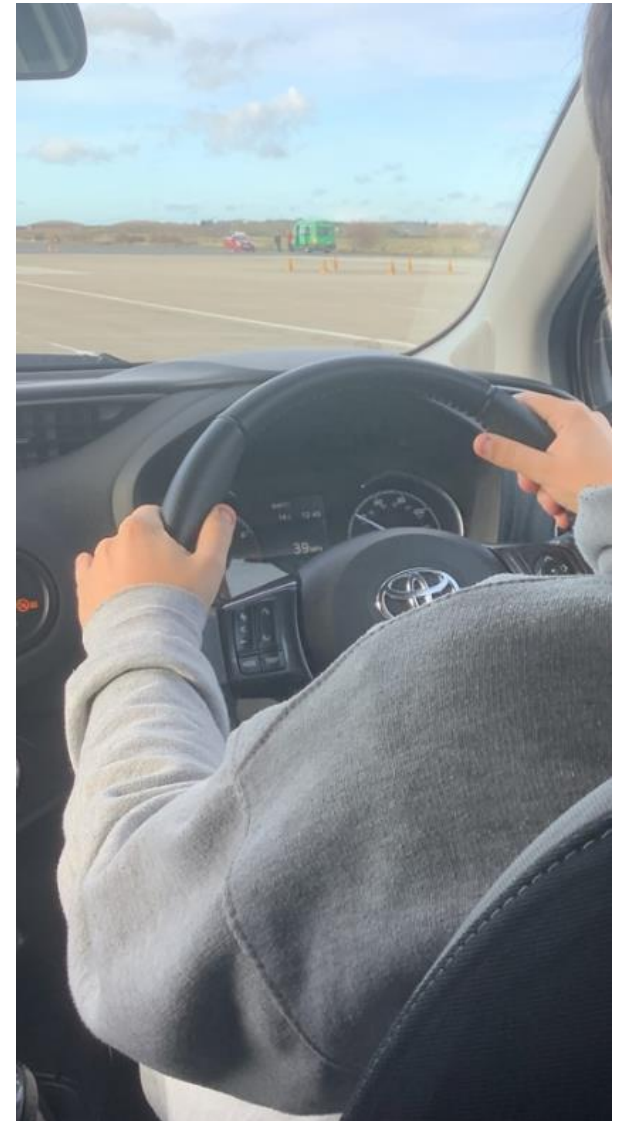
Post 19 transition is a vital part of our work. Transition starts with supporting our young people into 6th Form. We work closely with colleagues in Key Stage 4 to create a programme to allow transitioning students the opportunity to develop relationships with both staff and peers in 6th Form as well as experience our curriculum.

Post 19 planning is a fundamental aspect of the support we offer our young people. We support all our students in all the stages of the process with specific and detailed support that can begin before they enter 6th Form to focused and supported transition visits in their final year. This includes support to post 19 social care provision to ensure that our young people continue to have a full and meaningful week, complementing their three or four days at college.



Post-19 transition

We use our link college courses to support educational transition throughout the year and have further bespoke transition visits to both social care provision and education placements that take begin to take place in the autumn term of their final year. This is in small groups or individually with 1:1 support that is gradually reduced and/or restructured so that the students are comfortable and confident in their new surroundings.



Post-19 transition: where will you go?

