Castle School

Together We Learn

SIXTH FORM

Pathway Into Adulthood

Be Confident

Be Kind

Be Creative

Castle School Sixth Form

Castle Sixth Form offers a two or three-year course for our Post-16 students with an Education, Health and Care Plan (EHCP). We provide a full-time, five-day specialist provision with an individualised curriculum focused on developing the skills and knowledge students need to thrive post-school.

Each pathway offers a tailored programme reflecting students' abilities, needs, interests and aspirations. There is purposeful crossover between pathways to broaden experience and opportunity. All learning is tailored to meet individual needs and aspirations.

Preparation for Adulthood (PfA) is a core theme, with much of the learning taking place in the community.

Details for each pathway are provided in the following slides.



Overview

Each pathway offers a tailored programme that reflects students' abilities, needs, interests, and aspirations. There is purposeful crossover between pathways so that every pupil can broaden their experiences and opportunities.
We place a strong emphasis on Preparation for Adulthood, with much of the learning taking place out in the community.
Details for each Pathway can be found on the next slides.



Sixth Form Courses at Castle

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- ✓ **Opportunity (Formal)**
- **Route into employment, including apprenticeships**
- **Accreditation: Functional Skills Entry Level, Level 1 or 2**

- ✓ **Participation (Formal / Semi-Formal)**
- **Route into supported employment**
- **Accreditation: Entry Level Functional Skills and Life & Living Skills**

- ✓ **Live Well (Semi-Formal / Pre-Formal)**
- **Route into Social Care**
- **Accreditation: Life & Living Skills**

Our Courses – An Overview

Pathway	Classes 26-27	Course and Level	Potential Destination Based on the Local Offer
Formal	Darwin	**Opportunity** Level 1 and 2	Cambridge Regional College Level 1 or 2 Course
	Darwin Churchill	**Participation** Entry Level 1 2 3	Cambridge Regional College Foundation Courses
Semi Formal/Pre-Formal	Churchill Kings Kings	**Participation** Entry 1 and 2	Cambridge Regional College Learning for Life and Aspire courses Foundation Courses
	Kings Trinity Pembrooke	**Living Well** Entry 1	Vocational Placements or Linc Cambridge Regional College: Gateway

Opportunity Course

Possible post 18/19 destinations	Cambridge Regional College Archway (formal): Maths, English, personal growth, leisure, independence skills and employment skills Introduction to supported internship (formal): 70% employment skills, maths and English	Level 1 or Level 2 course at other provider such as College of West Anglia and Cambridge Regional College.	Employability Route Including Apprenticeship and Supported Internship We have had previous success with Aspens (Catering) and Premier (Sports Leadership)
6th form provision For more detailed information please see our 6th form and Preparation for Adulthood (PfA) presentations	**Qualifications** **Functional skills** Maths, English, Digital Skills. Building on the level achieved in KS 4 – Aim to achieve 2 GCSE equivalent Functional Skills at Level 1 or 2 **Entry Level /GCSE** Art GCSE, OCR Life and Living skills units as appropriate at Entry 3 GCSE Art Relevant Entry Level Certificates not achieved in KS 4		
	Personal Development –Silver D of E, Enterprise, First Aid Certificate Bike Ability Food Hygiene Certificate,		
	Employability Work Related Learning placements: 1 day per week linked to vocational pathway. Areas covered: Communication Skills, Teamwork, Responsibility and Reliability, Problem Solving, Understanding Different Jobs.		
	Good Health built into PSHE and PE programmes of study. links with sports coaches and leisure facilities. Accessing Health Services and Support, Mental and Emotional Wellbeing, Healthy Eating and Nutrition, Understanding Own Health Needs.		
	Friends Relationships and Community, link to Trail Blazer Programme Building Positive Friendships, Understanding Different Types of Relationships, Communication Skills, Being an Active Member of the Community, Staying Safe in Relationships and Online.		
	Independent living Daily Living Skills, Managing Money, Housing and Living Arrangements, Health and Wellbeing, Travel and Community Access.		
Possible post 16 destinations	Castle School 6th form	Cambridge Regional College	Other Level 1 courses
Castle KS 4	**Qualifications Entry Level** English ,Maths, Science, PE, Humanities, Geography, History, Art (GCSE if able to access)		
	Personal Development Bronze D of E, Bike ability, WRL, Employability Carousel, PfA areas as above		

Opportunity Pathway Formal

Route into employment including Apprenticeships
Functional Skills Accreditation at Level 1 or 2

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Functional Skills – Maths and English

Students continue to develop their core literacy and numeracy through Functional Skills. Personal projects build on previous KS4 work, including GCSE Art, Computing, and other individual areas of interest.

Employment - Preparation for Work

- Opportunities start from Year 7.
- In-school carousel linked to different employability pathways.
- Targeted and independent work placements, which could potentially lead to an apprenticeship.

Good Health

Good health is supported through PSHE and PE programmes, including gym sessions, swimming, and specialist coaching from sports professionals.

Living Independently

Travel Training helps pupils build confidence using real transport, including cycling, bus travel, and train journeys.
Life skills such as cooking, shopping, and budgeting are developed to build independence at home and in the community.

Friends Relationships and Community

Students access a wide range of community resources locally and further afield—such as libraries, Cambridge United, sports clubs, the skate park, and bingo sessions—this builds confidence, social skills, and real-world experience.

Participation Course

Possible post 18/19 destinations	**CRC Cambridge** Aspire (semi formal) supporting learners to achieve a range of practical and functional skills. Options (semi formal): build social skills and work ready skills through enterprise. Introduction to animal care (semi formal / formal) - HUNTINGDON ONLY Introduction to horticulture (semi formal / formal) Introduction to creative industries (semi formal / formal) Introduction to Business and Retail (semi formal / formal) Introduction to Sport and Active leisure (semi formal / formal) Introduction to hospitality and catering (St. Johns) (semi formal / formal) CAMBRIDGE ONLY	**Social Care placements** Red To Green Snake Hall Farm Papworth Trust Phoenix Trust Rowan arts Bedazzle
6th form provision For more detailed information see our 6th form and Preparation for Adulthood presentations	**Qualifications** **Functional skills** if above Entry Level 1: Maths, English, ICT. **Entry Level** English, Maths if able to access building on the level in KS 4. **Life and Living skills** Diploma Achieved at Entry 1 – 2. 37 credits made up of a range of units delivered in school and in the community. The units gained are claimed in the year the pupil leaves Castle. PSD delivered through the life and living skills and PSHE programme building on achievements in KS 4 .	
	Personal Development Silver Duke of Edinburgh, Enterprise, link to social firms or supported work placements.	
	Employability Areas Covered: Communicating at Work, Working with Others, Being Responsible, Solving Problems, Learning About Jobs. Supported work experience carousel	
	Good Health Areas covered: Knowing My Body, Eating Healthy Food, Moving and Exercise, Feeling Happy and Calm, Visiting Health Professionals.	
	Friends Relationships and Community -Link to Trail Blazer Programme. Areas covered: Making Friends, Different People in Our Lives, Talking and Listening, Being Part of Our Community, Staying Safe.	
	Independent living Areas covered: Daily Living Skills, Looking After Money, Where You might Live, Keeping Healthy, Getting Around,	
Post 16 destination	Castle 6th Form	
Castle School KS4	Qualifications Life and living skills Diploma Achieved at Entry 1 See above	
	Entry level or life and living skills English Maths PE ART if applicable	
	Personal Development – Bronze DOE Arts Award	

Participation Pathway Formal / Semi Formal
Route into supported employment
Entry Level Functional skills and Life and Living Skills Accreditation

Developing Functional Skills – Maths and English for Life
Students build practical literacy and numeracy skills that support everyday living and future independence.
Employability and Volunteering
Group activities supported by adults, including:
- Horticulture
- Cooking and hospitality
- Retail
- Ground works and horticulture

Stronger College Links
Partnership working with Cambridge Regional College, Huntingdon, to support transition and future learning opportunities.
Good Health
Learning that promotes physical and emotional wellbeing. Delivered through our PSHE programme.
Living Independently
Developing home-management skills such as cleaning, washing, cooking and shopping. Supported travel using public transport and cycling develops confidence and independence.
Friends, Relationships and Community
Opportunities to build social skills and visit community facilities, including shops and leisure venues, to encourage positive relationships and active participation in the wider community.

Participation Course

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Post 16 destination	Castle 6th Form	
Castle School KS4	Qualifications Life and living skills Diploma Achieved at Entry 1 See above	
	Entry level or life and living skills English Maths PE ART if applicable	
	Personal Development – Bronze DOE Arts Award	

Live Well Pathway Semi and Pre Formal

Route into Social Care

Life and Living Skills Accreditation Mainly at Entry Level 1

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Supported Work and Volunteering Opportunities

Pre-formal learners take part in meaningful, sensory-rich work experiences that help build confidence and engagement. Opportunities include:

- Helping at the Food Bank
- Visits and activities at Wimpole Hall Farm
- Simple Enterprise tasks
- Charity events, including organising and sorting resources for hampers

These experiences promote communication, teamwork and a sense of contribution.

Good Health

We focus on developing resilience, emotional regulation and personal wellbeing through:

- Support with grooming routines (e.g. hair brushing, nail care, teeth cleaning)
- Building confidence to accept help from familiar medical professionals such as doctors and dentists
- Daily access to physical activity, movement breaks and healthy eating opportunities

This helps learners become more comfortable with routines that keep them safe and well.

Living Independently

Learners practise essential daily routines with adult support, including:

- Building positive relationships with trusted adults
- Developing predictability through structured personal-care routines
- Practising simple self-help tasks at an appropriate level

These experiences help learners feel secure and more confident in everyday life.

Friends, Relationships and Community

We support pre-formal learners to develop early social skills and enjoy positive interactions through:

- Visits to community spaces such as shops, cafés and leisure facilities
- Opportunities to meet new people safely
- Shared group activities that build turn-taking, communication and awareness of others

This helps learners connect with their community in meaningful, supported ways

Preparation for Adulthood

Preparation for Adulthood (PfA) is important because it helps students build the skills, confidence, and independence they need for life beyond school.

At Castle School, our curriculum ensures that every student meets our aim of:

Being well prepared for life beyond school

Our work and advice helps families plan early, understand future options, and feel confident that their child is being prepared for a happy, purposeful adult life.



Preparation For Adulthood

Preparation for Adulthood covers 4 areas

1. Employment or volunteering
2. Independent Living
3. Friends, Relationships & Community
4. Good Health



Employment or Volunteering

Employment is an important part of Preparation for Adulthood because it helps young people develop purpose, independence, and a sense of achievement.

At Castle School we focus on building practical skills, confidence, and supported pathways—whether that's paid work, volunteering, or vocational training—so every student has the opportunity to contribute and thrive in adult life.



Employment
Formal and Semi Formal Learners

- We work across all pathways to develop strong employability skills.
- These include:
  - **Communication skills**
  - **Teamwork**
  - **Responsibility and reliability**
  - **Problem solving**
  - **Understanding different job roles**

- For learners who are ready, we have identified 20 potential pathways into employment or volunteering.
- Our work experience programme is designed to link directly with these pathways, giving students real-world experience and a clearer understanding of future opportunities.



Employment
Semi formal and Pre Formal Learners

We help learners develop the early skills they need for future work-related experiences. These include:

- **Communication and interaction** – using words, signs, symbols or AAC to make choices and share ideas
- **Working with others** – taking turns, joining in group activities, and building confidence in social situations
- **Reliability and routine** – following simple structures, practising predictable tasks, and developing independence at an appropriate level
- **Problem-solving** – exploring, trying out new ways of doing things, and learning through practical activities
- **Awareness of different jobs** – experiencing a variety of roles through stories, visits, sensory activities and supported workplace visits

For learners who are ready, we provide a range of **supported volunteering and work-related experiences**, such as helping in charity projects, taking part in simple enterprise tasks, or visiting workplaces with familiar staff.
These opportunities help pre-formal and semi-formal learners build confidence, communication, and engagement—laying the foundations for future pathways into volunteering, supported work, or meaningful community participation.



Work Related Learning

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We offer an extensive work-related learning programme, that gives three steps of progression, working towards independence.

Step 1

School based Projects including:

Providing a service such as lunch monitor or sports leaders
Enterprise projects
Making products to sell
Planning a whole school event with support
Horticulture projects

Step 2

Supported Group Placements including.

Emmaus
Darwin Nurseries
Milton Country Park
Wimpole Hall Farm
Pheonix Trust
School Shop
School Café
Class support at Fields Site
Raptor Foundation
Bike Maintenance
Cultivate for Change

Step 3

Independent Placements including

Edge Café
Waitrose
School Kitchen
Care Homes
Owls Bikes

Living Independently

Living independently is important because it helps students build the confidence and practical skills, they need to manage everyday life safely and successfully. It also increases their sense of choice, control and autonomy, allowing them to lead more fulfilled and self-directed adult lives. The areas we cover include:

- Daily Living Skills.
- Managing Money.
- Housing and Living Arrangements.
- Health and Wellbeing.
- Travel and Community Access.



Good Health

Good health is important because it enables young people to stay physically well, emotionally regulated and ready to learn. It also helps them develop lifelong habits that support independence, confidence and a positive quality of life as adults. The areas we cover include:

Understanding own health needs.
Healthy Eating.
Physical Activity.
Mental and Emotional Wellbeing.
Accessing Health Services and Support.



Friends, Relationships and Community

Friends, relationships and community are important because they help young people build social confidence, communication skills and a sense of belonging. Positive connections with others support emotional wellbeing and enable learners to take part in their community safely, happily and with increasing independence.

The areas we cover include :

- Building Positive Friendships and engagement with adults.
- Understanding Different Types of Relationships.
- Communication and Social Skills.
- Being Part of the Community.
- Staying Safe in Relationships and Online.



Learning in context

We aim to give all our students the chance to develop functional skills—such as money management, communication and reading—through real-life, meaningful experiences.

This approach is planned and delivered across all ability groups in Sixth Form.

For our pre-formal learners, this may involve using switches for call-and-response stories, while semi-formal learners might practise money, communication and social skills through activities such as shopping for Secret Santa gifts. For more formal learners, real-life contexts include completing college applications or writing personal statements for their Education, Health and Care Plans.

By learning in real, purposeful situations, students build confidence, independence and self-esteem, making their life-skills learning dynamic, relevant and memorable.



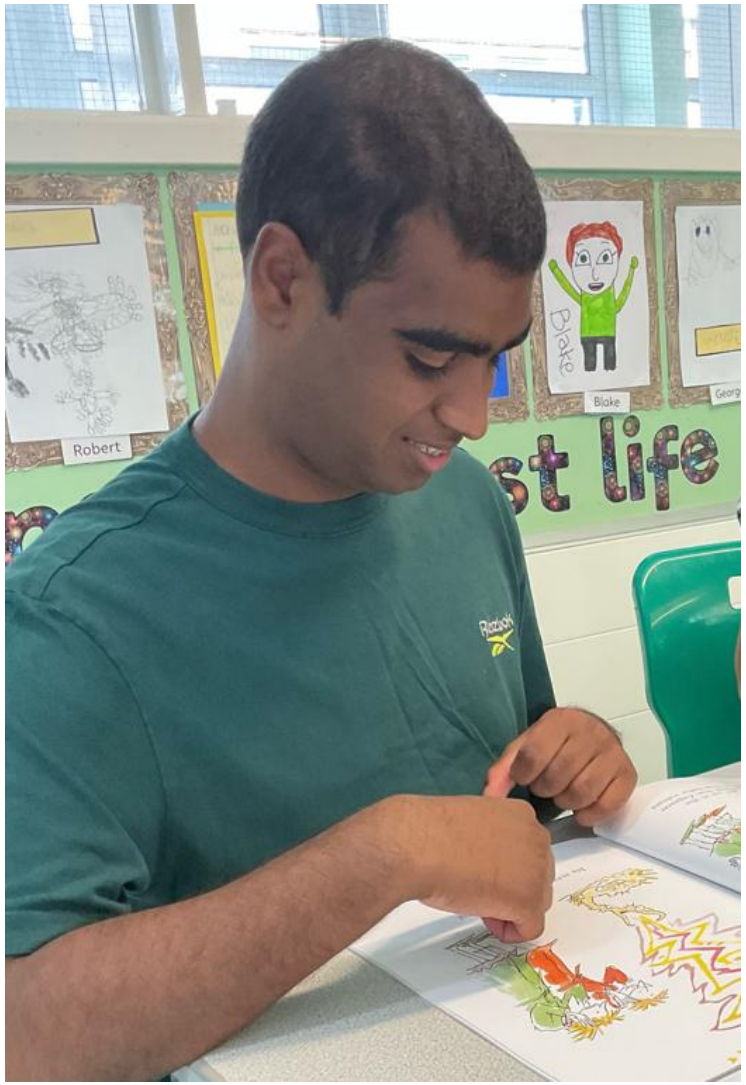
Maths for Life

All students in Sixth Form have opportunities to work on their Functional Skills Maths to support the development of practical, everyday numeracy. Learning takes place through a mix of individual and group activities, using real-life projects and topics that help students apply maths meaningfully. This includes money management, budgeting and personal finance, as well as measuring, using domestic appliances, telling the time and developing problem-solving and reasoning skills. These experiences help students build confidence and independence in the maths they need for adult life.



English for Life

All students in Sixth Form develop their Functional Skills English through practical, meaningful activities that support communication, independence and everyday literacy. This includes reading for purpose, understanding information, writing for real-life situations such as forms, messages and personal statements, and developing speaking and listening skills through group discussions and community interactions. These experiences help students build confidence in using language in ways that support learning, relationships and preparation for adulthood.



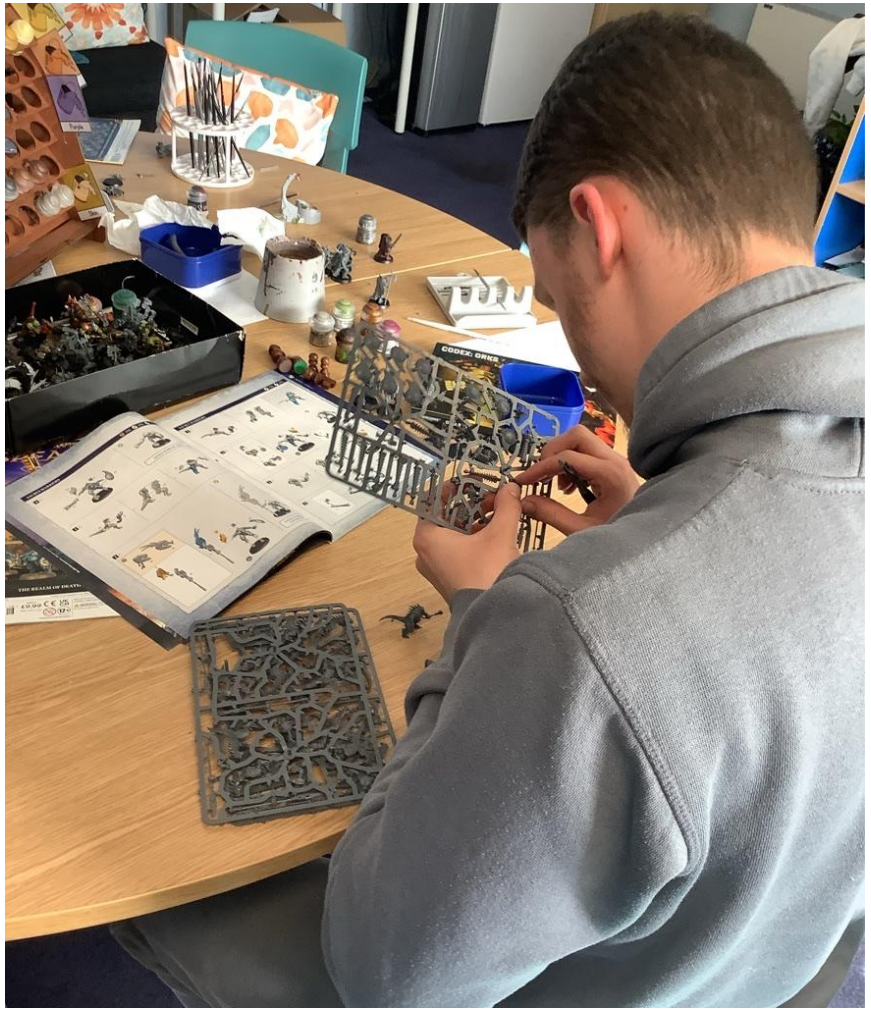
PSHE for Life

PSHE in Sixth Form helps students develop the knowledge, skills and confidence they need to stay safe, healthy and connected as they move into adulthood. Through practical, age-appropriate learning, students explore topics such as emotional regulation, personal care, relationships, keeping safe in the community, and making informed choices. These sessions support independence, wellbeing and positive decision-making, providing a strong foundation for adult life.



Personal projects and interests

Personal projects give students the chance to explore what motivates them, build on their strengths and develop skills in areas they genuinely enjoy. Whether it’s creative work, technology, sport, enterprise or community-based activities, these projects allow learners to take ownership of their learning and work towards individual goals. By connecting education to personal interests, students grow in confidence, independence and self-expression—key foundations for a purposeful and fulfilling adult life.



Individual Pupil Support

We are proud to provide a nurturing environment where every student can succeed—both in their accreditation pathway and as a whole person. A core part of this is offering carefully tailored support that helps learners develop the skills they need to understand and manage their own emotional wellbeing.

Our individual pupil support offer includes:

Creative Arts therapy

- Music therapy
- Targeted reading support
- Support for Speech and Language
- Delivery of Physiotherapy programmes
- Reflective and regulation spaces
- Rebound Therapy
- Behaviour support
- Bespoke PSHE Sessons

These interventions help students build resilience, confidence and self-regulation, ensuring they feel safe, supported and ready to learn



Careers

Our careers programme is guided by the Gatsby Benchmarks, which help us ensure that every learner receives high-quality, meaningful careers education. This includes providing a stable careers curriculum, regular encounters with employers, experiences of different workplaces, and personalised guidance that reflects each student's needs and aspirations. By using the Gatsby Benchmarks, we can create clear, supportive pathways that prepare our learners for adulthood, employment, volunteering or community participation.

Further details can be found in the careers area of the website.



Careers Week

Careers Week gives our learners the chance to explore a wide range of jobs and future pathways in a fun, accessible and engaging way. Throughout the week, students take part in employer talks, hands-on activities, workplace visits and themed lessons that help them understand different roles and the skills they might need. It's an important opportunity to broaden aspirations, build confidence and inspire learners about what their future could look like.



Opportunities to engage with employers

We actively engage with local employers to create meaningful opportunities for our learners.
By building strong partnerships, we can offer sessions based in school, supported workplace visits, volunteering roles, and real-life work experience that reflects each learner's needs and abilities. Employers play a vital role in helping our students develop confidence, understand different job roles, and experience the world of work in a safe and supportive way—opening up future pathways into employment, volunteering or community participation.



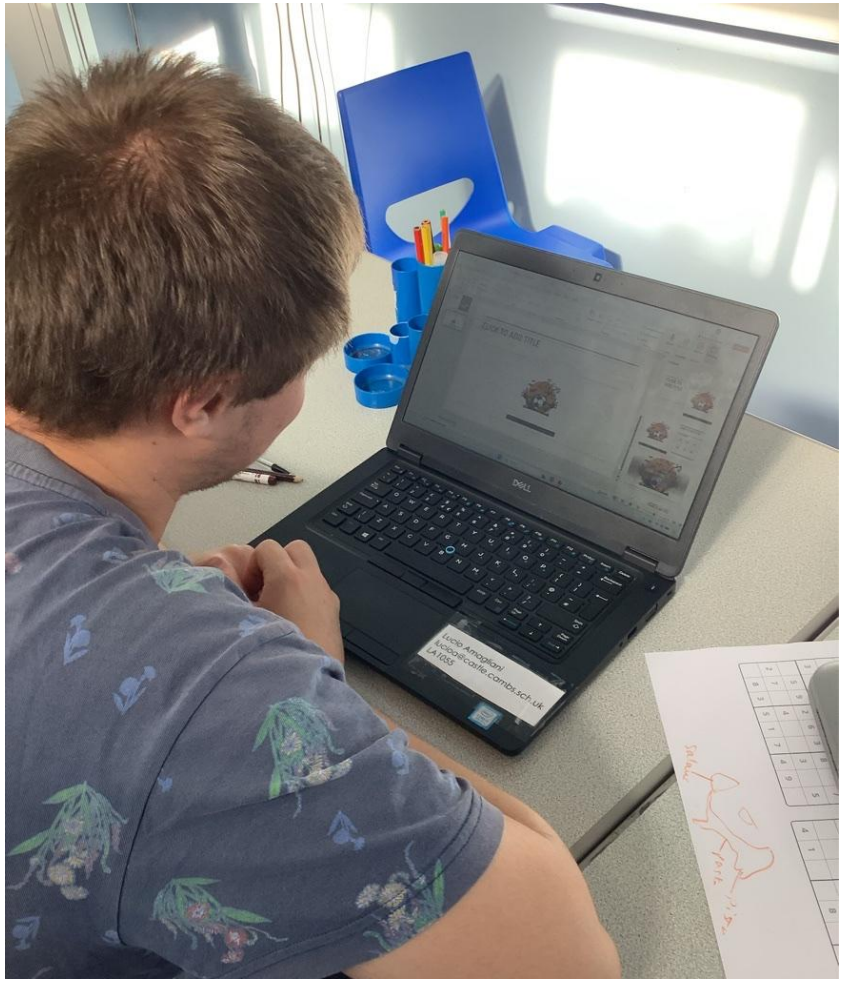
Planning for the future. Dreams and Aspirations

We encourage every student to think about their dreams and aspirations for the future, no matter how big or small. Through meaningful conversations, personalised goals and experiences that broaden horizons, we help learners discover what they enjoy, what motivates them and what they hope for as they move into adulthood. By celebrating their strengths and nurturing their ambitions, we empower students to believe in themselves and take confident steps towards a fulfilling future.



Planning for the future.
Pupil Voice

Pupil voice is at the heart of our future planning. We take time to listen to each young person's views, preferences and aspirations, using a range of communication methods to ensure every student is heard. Their ideas shape individual goals, inform transition planning and guide the opportunities we offer. By valuing pupil voice, we empower students to take an active role in shaping their own futures and making choices that reflect who they are and what matters to them.



Planning for the future. Advice and guidance

We provide tailored advice and guidance to help students and their families make informed decisions about future pathways. This includes personalised discussions, support with exploring options, and practical help with applications for college, training, social care or other services. By offering clear, accessible information and ongoing support, we ensure that every young person feels confident, prepared and fully involved in planning their next steps into adulthood.



Planning for the future. Events and Opportunities

We offer a wide range of events and opportunities throughout the year to inspire our learners and broaden their experiences. These include themed weeks, employer encounters, community projects, educational visits and celebrations that bring learning to life. Each event is designed to build confidence, showcase student talents and open doors to new interests, helping young people explore what their future could hold.



Planning for the future.
The Local Offer

Our school works closely with the Additional Need Advisor Angie Vickery Reference to Local Offer to make sure families understand the support, services and opportunities available for children and young people with SEND in our area. As part of this, we use the ‘Moving On’ document to help guide planning for life beyond school. It brings together key information about education, health, social care and future pathways, helping families make informed decisions and ensuring that transitions into adulthood are well-planned, clear and supportive.



Planning for the future
Supporting transitions

Post-19 transition is a vital part of our work. Transition begins with preparing young people for Sixth Form, where we work closely with Key Stage 4 staff to create a smooth and supportive programme. This allows students to build relationships with new staff and peers and to experience elements of the Sixth Form curriculum.

Post-19 planning continues throughout a student's time with us. We provide personalised support at every stage—from early discussions before joining Sixth Form to focused transition visits in the final year. This includes support into post-19 social care provision, helping ensure students have a full and meaningful weekly timetable alongside their college days.

We use our link-college courses across the year to support educational transition, alongside bespoke visits to both social care and education placements.

These take place in small groups or individually, with 1:1 support that is gradually reduced or reshaped so students can feel comfortable, confident and ready for their next steps



Planning for the future.
Trail Blazer Project

Cambridgeshire and Peterborough Combined Authority is one of eight national Youth Guarantee Trailblazers who will be delivering a ‘test and learn’ pilot running until the end of March 2027 (and we hope beyond).

The Vision: is All young people aged 18-21 have access to training or employment support and are prevented from becoming economically inactive before their careers begin.

The Youth Guarantee will strengthen support for 16 – 17 year olds, who are at risk of or who have disengaged from sustained participation in education and learning.

We are currently piloting this with our Formal Pathway and hope to extend to Semi Formal students if the project is extended.



Cycling for Independence

Our Bikeability programme plays an important role in developing independent travel skills. Through structured, progressive cycling training, students learn how to ride safely, understand road awareness, and build the confidence they need to travel independently in their community. Bikeability also supports wider Preparation for Adulthood outcomes by promoting physical health, decision-making, and resilience, while giving learners practical experience of travelling safely beyond school.





Castle School, Cambridge

Duke of Edinburgh

The Duke of Edinburgh Award covers 4 areas that dovetail into our curriculum offer: Volunteering, Physical, Skills, and Expedition.

Pre-formal and semi-formal Students have the opportunity to complete the DofE Bronze Award over five years.
Semi-formal and Formal learners have the opportunity to complete their Bronze Award and their Silver Award.

We hope that students will continue their Duke of Edinburgh journey when they leave school.



Community Partners

Our community partners play a key role in enriching our curriculum and supporting Preparation for Adulthood. By working closely with local organisations, charities, businesses and leisure providers, we can offer meaningful real-world experiences that help our learners build confidence, communication skills and independence. These partnerships open up opportunities for work-related learning, volunteering, community visits and shared projects, ensuring our students feel connected, valued and included within their wider community.

