

# **POST-16 PROVISION**

## **OUR MISSION**

**To improve the lives of autistic children and young adults through the provision of high quality, accessible, educational, vocational and wellbeing services.**

We believe that one of the central aims of the educational opportunities delivered in Post-16 education is to enable pupils to leave school as young adults who are as independent as possible.

To help achieve this, irrespective of pupils' level of ability, the provision available throughout the school reflects the changing age of pupils, therefore, the curriculum provided in the Sixth Form adapts to the changes in emphasis and priority.

# THE CURRICULUM

We offer a structured, evidence-based programme of education based on the principles of behaviour analysis.

In the Sixth Form pupils continue to have individualised learning plans which consider the individual needs, abilities, previous learning, interests and aspirations of each pupil. There is an ongoing focus on communication, independent living and vocational skills with an emphasis on recognising pupils' existing skills and providing carefully structured opportunities to apply these skills in functional, everyday contexts and situations. Our objective is to prepare pupils to become active participants in, and contributors to society, and enable them to achieve the highest degree of personal independence.

The overarching aim of Jigsaw's Post-16 provision is to prepare pupils for the next stages of their lives and transition to adulthood by providing them with the skills to

- Communicate and interact functionally with others
- Apply skills functionally when taking responsibility for personal independence
- Learn how to live safe, healthy and fulfilling lives
- Apply skills functionally when accessing the community
- Develop, identify and apply skills and knowledge needed for a range of types of work
- Experience real working environments
- Recognise and respect their rights and responsibilities within a diverse society

## WITH THESE OUTCOMES IN MIND OUR CURRICULUM CENTRES AROUND THE FOLLOWING 3 BROAD AREAS

### Skills for Life & Learning

- Functional communication & interpersonal skills
- Functional literacy
- Functional numeracy
- Functional ICT
- Subject based learning (science, technology, humanities, media, music & arts)

### Independent Living & Vocational Skills

- Independent living skills (in the home environment & community)
- Enterprise
- Careers education
- Work related learning & work experience

### Personal & Social Development

- Health & wellbeing
- Relationships
- Leisure & hobbies
- Citizenship

## Skills for Life & Learning

Our aim is to prepare pupils for independent living by teaching behaviours in everyday contexts as well as in the classroom. We also use role play to provide more learning opportunities.

### FUNCTIONAL COMMUNICATION & INTERPERSONAL SKILLS

Key to becoming an active member of the community is the ability to interact in a meaningful and purposeful way, whether that be within school or beyond, with familiar people, less familiar or unfamiliar people. Pupils continually develop skills within everyday settings and during a range of activities throughout the school day. They also have differing levels of communicative abilities, and therefore teaching involves a variety of communication devices and methodologies.

Some of the skills pupils learn include

- Identifying and naming items needed to complete tasks
- Making requests
- Asking questions
- Providing personal information
- Interacting in a group
- Taking part in discussions

### FUNCTIONAL LITERACY

Opportunities for pupils to learn functional literacy skills are embedded across the curriculum.

For example, a pupil learns to

- Recognise their name during morning registration
- Recognise their name on their belongings, or on the sign-in and sign-out board
- Follow a picture or written directions to complete a task during work-related learning such as office skills
- Recognise the names of ingredients and follow directions during food and drink preparation and cooking

Some of the other key functional literacy objectives include: writing/reading letters, postcards, menus, timetables, locating shopping aisles or reading/recognising road signs and signs in the community.

### FUNCTIONAL NUMERACY

Functional numeracy targets are centred around 4 key areas, including:

- using number skills
- using and understanding time
- using and understanding money and personal finance
- using and understanding measures

Learning objectives are taught in context, for example:

- using number skills to lay a table for a number of people
- using a calendar to schedule events
- measuring out ingredients when preparing a meal
- paying for an item or using a self-service checkout when shopping or working out the price of a discounted item

### FUNCTIONAL ICT

Technology is increasingly integrated into all areas of daily life, and for some of our pupils technology may actually be the main way they initiate contact with people around them. This can span gaining a person's attention through to exploring cause and effect, and making choices.

Pupils are encouraged to use technology to learn skills to gather and share information, the most common being:

- Multifunctional phones
- iPads
- Computers - word processing, spreadsheet, multi-media presentations, music, animation and search engine
- Games consoles
- Remote controls
- Cameras
- Calculators

As pupils learn about future choices and careers, ICT skills will become a focus in relation to office work, writing or making a video CV. Emphasis is also given with regard to **online safety and learning how to remain safe while accessing and using ICT.**

### **SUBJECT BASED LEARNING (science, technology, humanities, media, music and arts)**

A variety of opportunities for subject-based learning are provided throughout the year. These may include:

- Taking part in a workshop eg. a performing arts workshop
- A themed day or event such as Space Week or History Week
- A regular weekly session eg. music session

We also consider pupils' interests and strengths and provide them with opportunities to further develop their knowledge, understanding and skills in a particular area. For example, if a pupil has an interest in history, their individual learning plan would include specific individualised learning objectives on a given history topic.

## **Independent Living & Vocational Skills**

**We focus on teaching pupils how to carry out everyday tasks as safely and independently as possible.** Tasks can vary from meal preparation and cooking to planning a journey and traveling on public transport.

Learning objectives may include home-management skills such as laundry, making the bed, cleaning tasks or community skills such as using public transport and shopping facilities.

Vocational skills are delivered either in a simulated or real-life context and include:

- Gardening and woodworking sessions rotating weekly across the year
- Office suite sessions – teaching office skills such as filing, shredding, sorting and distributing mail, cutting out with scissors, guillotine and laminating

Other practical sessions are scheduled for half a term each academic year, where pupils can learn about painting and decorating, car and bike maintenance and media such as photography.

### **ENTERPRISE**

Throughout the year pupils take part in different enterprise projects. These deliver opportunities to develop work-based skills considering individual strengths, abilities and choices.

Enterprise activities support personal development, problem solving, teamwork and taking responsibility, and leadership within a group. They provide opportunities to learn literacy, numeracy and ICT skills in context and also develop employability skills such as:

- Organisational skills
- Time management
- Planning and negotiating skills
- Working collaboratively
- Co-operating and interacting with others

Historically, projects have included making bags of sweets and cards for Valentine's Day, producing potted plants and hanging baskets, selling cookie jars with ingredients to make cookies as Christmas gifts.

## CAREERS EDUCATION

The Sixth Form careers education includes learning about different types of jobs across Jigsaw Trust (knowing individual staff and what they do), and externally in the wider community; identifying work areas and where to look for a job, how to apply for a job - writing a CV or creating a video CV, preparation for work and rights and responsibilities at work.

We also encourage pupils to look at future choices and options and arrange visits to potential placements and colleges such as Jigsaw's specialist adult service provision (JigsawPlus) or external further education colleges.

During the course of the academic year pupils have the opportunity to take part in

- **Careers Week** (usually held in March) where they can explore future job choices and have the opportunity to meet people from different industries.
- **Choices & Decisions Day** at a local college, where they are given the opportunity to try various skills such as cake decorating, health & beauty, media.

## WORK RELATED LEARNING & WORK EXPERIENCE

Practical work experiences and placements are provided in the Jigsaw setting or through external organisations, according to abilities and needs.

These opportunities can range from working in an office/administrative environment within Jigsaw's Office Suite or the busy hospitality environment at our social enterprise Cafe on the Park, through to volunteering in a local food bank or library.

## Personal & Social Development

### HEALTH & WELLBEING

Teaching of health and wellbeing is focused around developing positive attitudes towards keeping safe, fit and healthy, both physically and emotionally. Pupils learn about:

- Healthy eating and the different food groups and their roles in maintaining the body's natural systems and defences
- Making informed choices on their diets and what food they eat and when
- Exercise, sleep and technology, and the amount of time that should be spent on them
- Maintaining good personal hygiene routines
- Finding out and using healthcare services
- Understanding their own and others' feelings and emotions
- Developing self-management strategies
- Applying basic first aid

Where appropriate, pupils learn about the use of alcohol, drugs, tobacco and gambling including knowing where to go if they have questions or if they need advice.

### RELATIONSHIPS

Pupils are encouraged to build positive relationships. They learn about

- Different types of relationships and how to keep safe within them
- Developing and maintaining respectful friendships
- Developing and understanding online relationships
- Sexual relationships including consent and parenthood

Other topics that are covered include bullying, abuse and discrimination, human diversity and respecting differences between people.

## LEISURE & HOBBIES

In Sixth Form pupils are encouraged to try new things, identify hobbies and leisure activities that they enjoy, and learn how these activities can support their health and wellbeing. They are also able to join clubs and take part in games that support their mental health and promote social skills. Activities include:

- Weekly dance and yoga classes
- Gym sessions to improve physical wellbeing - muscular strength, flexibility or cardiovascular fitness.
- Clubs including: Book, Film, Textiles, Language and Mathletes clubs
- Games including: Cards, E-games i.e. PlayStation, Board games, Bingo, Dominoes
- Off-site trips to a variety of places such as the cinema, bowling or sports centre

## CITIZENSHIP

As pupils mature they begin to form opinions which they should understand in wider functional contexts. It is important for pupils to learn about and take personal responsibility for themselves, as well as to be aware of other people's rights, needs and responsibilities.

- Pupils learn to understand that their actions have consequences that not only affect themselves but others around them. Pupils are given opportunities to make choices and decisions and explain and think about the consequences of their choices.
- School and class rules set behaviour expectations for all pupils in the school. Staff promote positive behaviours at all times through the use of positive reinforcement and other pro-active strategies.
- Pupils learn about the democratic processes in the UK and how it is governed, the rule of law and rights and responsibilities. We also encourage volunteering and being a part of different social groups, including membership to our School Council. As an example, pupils have collected food donations and taken these to a local foodbank where they have helped out for the day packing food ready to be distributed to those in need.

## Other areas of learning

### OFF-SITE VISITS

The curriculum is enriched by a variety of educational visits. Examples of these include trips to supermarkets, shops and cafés in the Cranleigh & Guildford areas.

Trips to the theatre, cinema, leisure centres are also arranged in line with the current topics and themes of the curriculum.

Additionally, pupils have access to careers advice and arrangements may be arranged to visit colleges, further education centres and other settings to explore options available to them once they leave Jigsaw.

### ASSEMBLIES, WORKSHOPS, THEMED DAYS AND EVENTS

**Assemblies** are run weekly covering various topics and themes considering current affairs, cultural and religious traditions, anniversaries and other points of interest.

**Workshops** organised within the curriculum across the school year and run by external providers

**Themed days and events** are good opportunities to get involved in local and national fundraising initiatives, celebrate special events and anniversaries whilst extending pupils' learning. The table below gives a list of themed days and events across the school year.

**Table of themed days and events that take place over the school year**

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"><li>• First Aid Awareness Week</li><li>• National Fitness Day</li><li>• European Day of Languages</li><li>• Black History Month</li><li>• World Space Week</li><li>• World Mental Health Day</li><li>• History Week (topics and themes vary each year)</li><li>• Music for Autism Workshop</li><li>• Remembrance Day &amp; Poppy Appeal</li><li>• National Recycling Week</li><li>• Anti-Bullying Weeks</li><li>• Children in Need</li><li>• Pantomime</li><li>• School Christmas Production</li><li>• Christmas Party and Christmas Jumper Day</li></ul>	<ul style="list-style-type: none"><li>• Cultures &amp; Languages Week</li><li>• Rocksteady Foundation Day</li><li>• Safe Internet Day</li><li>• World Book Day</li><li>• Pancake Day</li><li>• Careers Week</li><li>• International Womens Day</li><li>• British Science Week</li><li>• Red Nose Day</li></ul>	<ul style="list-style-type: none"><li>• Choices &amp; Decisions Day</li><li>• History Week (topics and themes vary each year)</li><li>• Child Safety Week/Road Safety Week</li><li>• Healthy Eating Week</li><li>• Wimbledon Week</li><li>• Sports Day or Sports Workshops</li><li>• Presentation Ceremony</li></ul>

### The curriculum is monitored in a number of ways including:

- School Management and Supervisors teaching and learning observations
- Teacher, Performance, Rate & Accuracy observations
- Weekly class meetings
- Sixth Form Senior Staff meetings
- Annual Reviews

Individual pupil files, learning programmes and timetables are monitored by Sixth Form Lead Teachers and Supervisors with oversight from other senior staff.



## Measuring progress

Progress is measured in the following ways:

- Progress towards achieving individual objectives are measured through 'learn units.' Data are collected on the number of correct 'learn units' a pupil achieves against an objective, the data are then plotted on graphs which provides the basis for analysis. The trend indicates to teachers if the pupil is learning or there is a need for additional tactics and strategies to support the pupil achieving a target.
- Pupils are given a number of short- and long-term objectives and progress towards their Education and Health Care Plan targets; outcomes are reported as part of the Annual Review or Interim Progress Review reports.
- Pupils are assessed on the learning outcomes of specific units they are completing for their qualification and/or ASDAN award. The record of evidence and portfolios demonstrate how pupils met the required assessment criteria for each unit or module of their qualification.

## Staffing and grouping of pupils

Jigsaw's Post-16 provision, covers three year groups - Years 12, 13 and 14

- Groupings for lessons and activities vary across the week to allow pupils to interact regularly with a wider group of pupils.
- Current staffing includes two supervisors and 4 lead teachers who oversee the smooth running of daily operations and teaching & learning across Sixth Form pupils.
- Class teachers and classroom support assistants are allocated to sessions based on the needs of each group of pupils, the activities being undertaken and requirements of risk assessments and individual behaviour guidelines.
- Sixth Form is supported by other senior staff across the school including an allocated ABA Consultant, who is also a member of the School Management Team, and a KS4 and 6th Form Curriculum & Qualification Lead.

## Timetables

As part of their curriculum pupils are given opportunities to participate in:

- Individualised sessions focusing on learning goals across the 3 broad areas
- Weekly assemblies covering various themes and topics
- Themed days and events e.g. history week, cultures & language week, careers week
- Work related learning and work experience either in school and/or the workplace
- Horticulture sessions
- Construction – carpentry sessions
- Physical activities such as gym, yoga and dance
- Clubs such as book, film, textiles, language
- Outings in the community – leisure (hobby); leisure (sport); shopping; eating out
- Preparation for independent living – these skills are practised in Daily Living Skills Room and/or Life Skills Centre
- Travel training: Y14 ONLY – individualised but to consider public transport & taxis
- Visits to local further education colleges – as appropriate

Individual pupil schedules are put together each week based on the curriculum and specific activities and events.

## Example of a weekly timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
9.15-10.00	Hub/Canteen (making breakfast Tutor Time)	Hub/Canteen (making breakfast Tutor Time)	Hub/Canteen (making breakfast Tutor Time)	Hub/Canteen (making breakfast Tutor Time)	Hub/Canteen (making breakfast Tutor Time)
10.00-11.00	Yoga (30 mins)  Canteen duties	Woodwork - construction	Shopping trip	Arts & Crafts	Life Skills Centre (Guildford)
11.00-11.30 Break	Hub/Canteen	Hub/Canteen	Hub/Canteen	Hub/Canteen	At LSC
11.30-12.30	Daily Living Skills  Individualised curriculum	Gym  Individualised curriculum	Book club  Individualised curriculum	Meal Preparation & Cooking	Life Skills Centre (Guildford)
12.30-1.30 Lunch	Hub/Canteen	Hub/Canteen	Hub/Canteen	Hub/Canteen	At LSC
1.30-3.00	GardenWorks – horticulture  Office Skills	Computer Suite activities  Sensory Group	Café trip  Gym	Work experience/Work related learning activities.  Film Club	Life Skills Centre (Guildford)
3.00-3.25/45	Hub Tutor time	Hub Tutor time	Hub Tutor time	Hub Tutor time	Hub Tutor time

### Tutor time

Signing in for the day, catch up time with tutor, checking own goals, weekend news, assemblies, update qualification folders, activities related to themed days and events, checking timetable for the day, collecting pencil cases/equipment needed etc, getting changed if needed before activity starts at 10am, preparing for trip/work experience

### End of day hub time

Group activities, update qualification folders, tidying and putting things away, signing out for day.

## Where does learning take place?

To support the delivery of the curriculum in Sixth Form, pupils regularly access the following learning spaces:

- Sixth Form Hub: for form time, free time, games, films
- Learning Zone: for concept-based learning
- Sixth Form Garden: for relaxing and interacting with peers during breaks
- PE halls and Gym: for physical activities and hobbies such as yoga, dance and fitness
- Canteen: for practicing household tasks such as table setting, sweeping or vacuuming floor and also for lunch and snack times as a group
- Food Technology Room: for meal preparation and cooking skills, household tasks
- Daily Living Skills Suite: comprising a small kitchen, bedroom and wet room for learning and practicing household and personal hygiene skills in context e.g. washing clothes, folding laundry, putting clothes away, having a shower after using the gym
- Creative Zone: for arts & crafts activities, woodworking, practical skills such as painting & decorating
- Office Skills Suite: for learning and practicing office skills such as laminating, shredding, filing, printing
- Computer Suite: for computing skills across different aspects e.g. word processing skills, animation, spreadsheets
- 'Cauliflower Cabin' and GARDENworks Horticulture Centre: for developing fine and gross motor skills, following instructions, team working and encouraging outdoor hobbies and interests
- ELSA (Emotional Literacy Support Assistant) Room: providing targeted support for pupils who experience emotional and mental health difficulties as well as supporting their personal development.
- Life Skills Centre: to develop and practice daily living skills in the context of a home environment
- Café on the Park: to experience working in a busy hospitality environment

## How do we keep parents informed?

<b>ClassDojo</b>	For daily home-school communication
<b>Clarion Call</b>	For communicating <b>general and urgent information</b> such as road closures and weather warnings. We will never use Clarion Call to contact you for any matters relating specifically to your child.
<b>Weekly newsletter</b>	From the headteacher keeping parents updated about school-wide events
<b>Sixth Form newsletter (monthly)</b>	To inform parents about topics, activities, events and achievements specifically related to sixth form pupils and staff
<b>Termly report</b>	Providing highlights and general progress of a pupil
<b>Annual Review and Interim Progress Review report</b>	Providing in-depth information on a pupil's progress
<b>Parent open mornings</b>	Run once per year with an opportunity to tour the Post-16 learning spaces of the school, meet with key staff and hear about the curriculum and activities taking place in the Sixth Form
<b>Annual transition event</b>	Supporting parents in helping them to make decisions on key aspects of their child's life, as they transition into adulthood
<b>Parent Facebook Forum</b>	A virtual 'school gate' where parents can share thoughts, questions, ideas and suggestions with other parents. This is set up as a 'secret' group for current Jigsaw parents and sign-up is by invitation only.
<b>School website</b>	For key information about the school and latest updates - <a href="http://jigsawschool.co.uk">jigsawschool.co.uk</a>
<b>School events eg. Christmas production and presentation ceremony</b>	Providing the opportunity for parents to get to know other parents and meet key staff across the school

# ACCREDITATION

Pupils' learning and achievement is accredited through:

- **ASDAN:** 'My Independence' Award which runs across the five years (Key Stage 4 & Sixth Form, including Years 10, 11, 12, 13 and 14)
- **OCR:** Life & Living Skills – Entry Level 1, 2 or 3 qualifications

Both, the **ASDAN My Independence Award** and the **OCR Life & Living Skills** qualification are embedded within the curriculum.



**ASDAN (Award Scheme Development and Accreditation Network)** provide courses and accredited curriculum programmes for young people aged 11 to 25 years.

**ASDAN My Independence** is a suite of four certified programmes for young people with a range of special educational needs and is mapped to the Preparing for Adulthood (PFA) outcomes. PFA outcomes need to be considered as part of Education Health and Care Plans (EHCP) as pupils get older. These outcomes are:

- Employment
- Independent living
- Good health
- Friendships and relationships
- Community.

The aim of **ASDAN My Independence** is to achieve positive outcomes for young people with an EHCP. Pupils are assessed by Jigsaw staff and assessment decisions are externally verified.

More information can be found on the ASDAN website: <https://www.asdan.org.uk/my-independence/>



## OCR (Oxford Cambridge & RSA)

Throughout the three years of Sixth Form, pupils work towards a nationally recognised entry level qualification in Life & Living Skills. The levels and size of the qualification will vary based on the pupils' needs, abilities and previous learning. The qualification includes over 140 bite sized units across a wide range of skills areas including:

- Arts and crafts
- Communication
- Environment and community
- Home management
- ICT
- Numeracy
- Personal skills
- World of work

Pupils are assessed by Jigsaw staff and their work is externally verified.

More information on the qualification can be found on the OCR website: <https://www.ocr.org.uk/qualifications/vocational-qualifications/vocational-qualifications-qcf-life-and-living-skills-entry-level-1-3/>