



SPRING COMMON ACADEMY

MOVING ON OPTIONS

*Preparing for Adulthood;
A Handbook for Parents
& Carers*

2019 - 2020



National Support School
designated by
National College for
Teaching & Leadership

National Teaching School
designated by
National College for
Teaching & Leadership



Spring Common Academy *Introduction*

The purpose of this booklet is to provide basic answers to some of the most commonly asked questions about Spring Common Post 16 and about what happens as students become adults. As a parent this may be a worrying time, but this information should help put your mind at ease.

Every student's needs and family circumstances differ, so the information provided should be followed up by each individual with support from our Additional Needs Pathway Adviser, the school and Social Services accordingly.

Each autumn term, an open evening is held at the school when you will be able to gather information and ask questions of the various agencies who make provision for school leavers or provide advice. Parents and their children are strongly advised to attend this "Moving On" evening on **Wednesday 13th November 2019** but if this does not prove to be possible, you will find the information in this booklet and the agencies listed at the back very useful. Throughout this booklet, the term 'carers' can be substituted for 'parents'.



Students celebrating their achievements at the Post 16 Leavers Prom in July 2019

The logo features three overlapping circles: a large light blue one at the top, a smaller yellow one at the bottom right, and a medium green one in the middle. The text 'Spring Common Academy' is written in a bold, black, sans-serif font across the top two circles, and 'Q&A' is written in a larger, bold, black, sans-serif font across the bottom circle.

Spring Common Academy Q&A

When can my son/daughter leave school?

From summer 2013, changes have been made to the age when young people are required to leave compulsory education in England.

Students currently in year 11 and below will be required to stay in education or training (including College), due to the raise in the participation age. Young people are required to stay on until the end of the academic year in which they turn 18.

The opportunities open to young people are:

- Full-time education, for example: school or college.
- Apprenticeships – these start at level 2. Recent changes now mean that SEND learners working at Entry Level 3 in Maths and English can now apply for an apprenticeship. See here for more details;

<https://www.gov.uk/topic/further-education-skills/apprenticeships>

- Traineeships – these start at Level 1
- To combine part-time education or training with employment; volunteering; self-employment for at least 20 hours a week.
- Supported Internships.

If you would like further information regarding this please speak to Judith Ledwith, Preparation for Adulthood Manger, or discuss this during your son or daughter's EHCP meeting.

You can also contact the Additional Needs Pathway Adviser, Debbie Meadows – Debbie.Meadows@Cambridgeshire.gov.uk

When my son/daughter leaves school, will the EHCP Plan be continued?

During your son or daughter's time at Spring Common Academy, they will have had an annual review meeting to update their ECHP paperwork.

Your son/daughter will continue to have an annual review during their college life in order to discuss progress needs and next steps.

What are the choices open to my son/daughter at 16+?

Please see attached 'Cambridgeshire County Council' document, included at the back of this booklet.

Why stay on to the Post 16 (sixth form) at Spring Common Academy?

Some parents and their son/daughter may feel that they are not quite ready to leave the school environment at 16. Difficulties with communication, social skills, independence and personal organization may mean a student has not yet sufficiently developed the skills at 16 to cope within a new setting, such as college or further education. However, moving on to the Post 16 (sixth form) department for 1, 2 or 3 years allows a student to continue to develop these skills. They can also show further progression with the functional skills of Literacy, Numeracy and ICT and gain in maturity and confidence.

The Post 16 area is separate from the rest of the school and comprises of 3 teaching areas, a physio/sensory room, a stylish common room and outdoor space to allow greater opportunities for personal development, leisure activities and independence. Post 16 also have extensive use of the adjoining life skills suite and the Spring Common Academy shop and polytunnel.

The 16-19 curriculum provision has been developed to extend the range of accreditation, college links, courses and vocational opportunities (through Enterprise and Work Experience) available to learners. Please refer to Spring Common Academy Pathways document on page 4.

This will enable students to leave Spring Common Academy Post 16 (sixth form) with a range of transferable skills in Numeracy, Literacy (including Communication) ICT, Personal Care, Morals, Culture and Ethics, Physical, Social and Emotional Wellbeing and Leisure Skills. A set of skills for life.

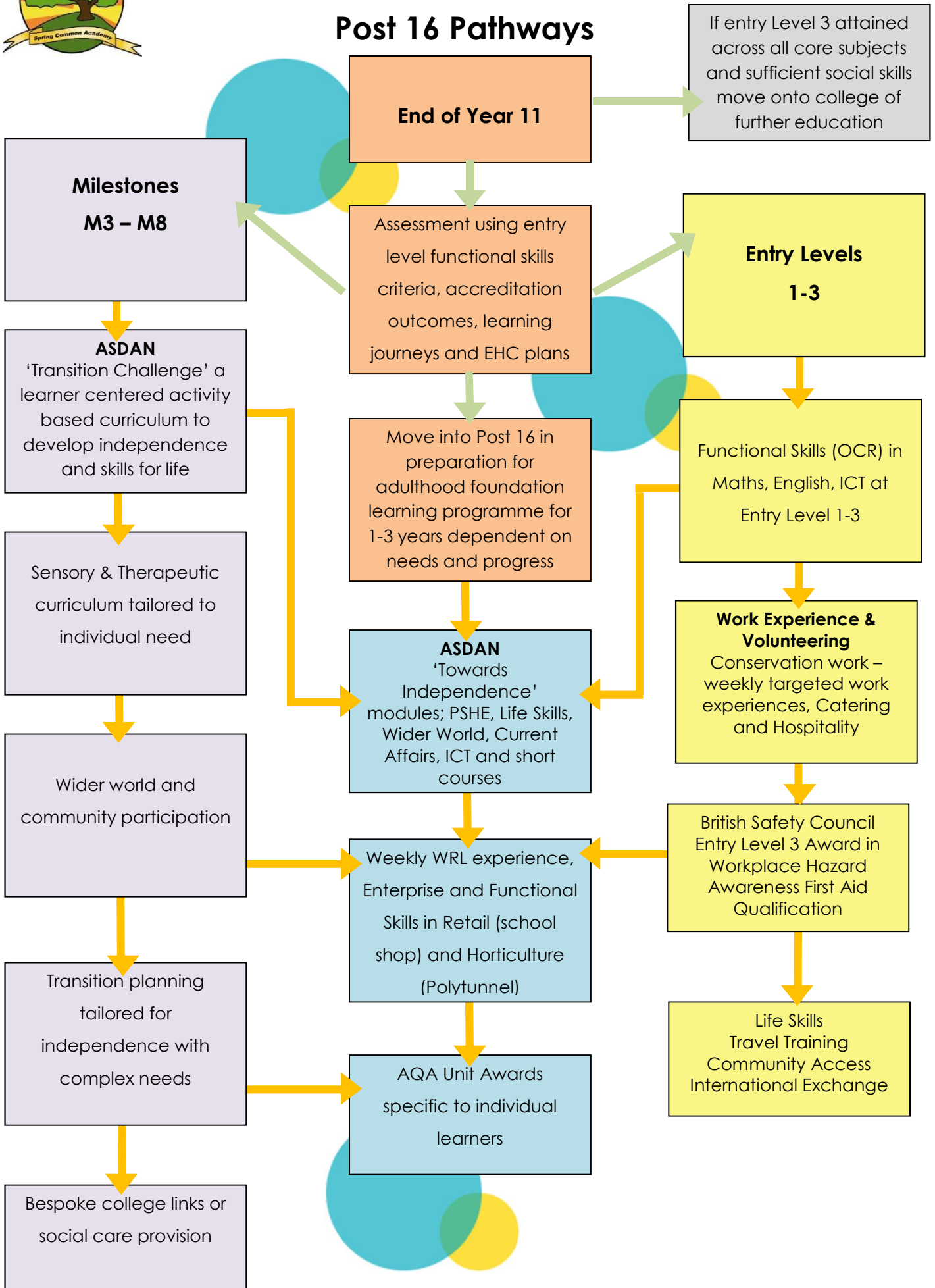


Students enjoying our common room and outside spaces





Post 16 Pathways



The Student Voice

What do you enjoy as a student of Post 16 at Spring Common Academy?

“You don’t have to be the best, but you should always try your best”

“I learn new things every day in Post 16”

“Uniforms are cool but our own clothes are better, as we have more freedom”

“Post 16 helps you to prepare to be an adult”

“Being more independent and doing more mature things like the impressions gym for Senior Games”

How do you prepare students for adulthood and leaving school?

When pupils enter Key Stage 4 (their fourth year in the Upper School), they move into the 14-19 phase of learning. The teaching of basic skills in Literacy, ICT and Numeracy is central to the curriculum. Some pupils in Key Stage 4 will complete Entry Level Certificates in the core and foundation subject areas, whilst others may gain Qualifications in individual curriculum areas. However, some lessons begin to take on a more practical focus and concentrate on aspects of learning such as life skills, social skills, independence and employability skills. More emphasis is placed on thinking for themselves and coping in real situations, including the wider world and international links/visits. All students participate in work related learning and enterprise activities including experience of work.

In Post 16 our offer incorporates elements of Foundation Learning and many pupils follow courses in Functional Numeracy, Literacy and ICT (accredited by OCR) and Vocational qualifications at Entry Level. Others students follow the ASDAN accredited course-Towards Independence, Transition Challenge and the AQA Unit Awards. Our Post 16 provision offers each student a tailored personalised curriculum. Our aim is to enable all of our students to reach their potential and to prepare them for adulthood and life after school. Preparation for leaving school will be dependent on individual need.

All our students will leave having gained accreditation in Literacy, Numeracy, ICT, PSHE, Citizenship and Life and Work Skills. In their last year at school all students will receive these nationally recognised certificates at Entry or Pre-Entry Level. All students will receive a Portfolio of Achievement describing their personal qualities and experiences and listing their educational achievements and qualifications, as well as a vocational profile.



Students may experience different work environments on targeted work placements and participate in the International Enrichment Programme in Belgium



How do you prepare students for college?

During Key Stage 4 and Post 16 students will visit local Colleges and experience taster sessions within different College environments. Some may also visit social firms within the area.

At least one day a week most Post 16 students go off site to access local College facilities e.g. Cambridge Regional College – Hunts Campus and some to City College Peterborough, and College Of West Anglia for vocational training and Further Education links courses. These accredited courses may range from Creative Enterprise, Music Technology, Digital Media, Construction, Personal presentation, Drama and Theatre Workshop, thus providing opportunities for students to gain valuable qualifications and make informed choices about further options available.

Students may also develop independent travel skills by regularly using a train or public bus as part of their independent travel training to different locations within the community. Travel training will also be continued at college but it is also useful for parents to practice this with their son or daughter if appropriate.

These activities all prepare students and College staff for a smooth transition process beyond school.

What other help do they get with developing their future?

The Additional Needs Pathway Adviser (ANPA), Debbie Meadows, can assist Year 11 & Post 16 leavers and their parents in the transition process during the annual review meeting/Moving on events, parent's events, careers information and advice mornings, CEaIG and targeted work with individuals if this is deemed necessary.

As part of the Personal Development curriculum, our pupils are encouraged to examine their likes, interests and strengths. Workplaces, Further Education Colleges and Social Firms are visited and students become familiar with some of the local facilities they may wish to access, once they have left school. In doing this they are also able to start finding out about the opportunities available to them.



How do you prepare students for the world of work?

Spring Common Academy follows a careers strategy programme, which links into the 8 Gatsby benchmarks. More information can be found on our school website – www.springcommon.cambs.sch.uk

- Work Experience Placements

Students in years 11-14 may have a bespoke work experience placement each year, which can be targeted to one day a week, or as a block of 1 or 2 weeks. We have strong links with local businesses but also seek to develop these further to offer a range of different experiences within a workplace environment. These can include visits, taster sessions and partnership projects with a work-related focus.

- Vocational Pathways

The Key Stage 4 and Post 16 curriculum especially, dedicates at least one morning per week to vocational training opportunities of Horticulture, Catering and Hospitality and Retail. This enables our students to gain a greater understanding of the working world and develops employability skills.

- Work Related Learning and Enterprise (WRLE)

Curriculum time is dedicated to WRLE in order to develop communication, functional and independent skills in our students as they work in teams to evolve an entrepreneurial culture and focus, including guidance from our Enterprise Advisers.

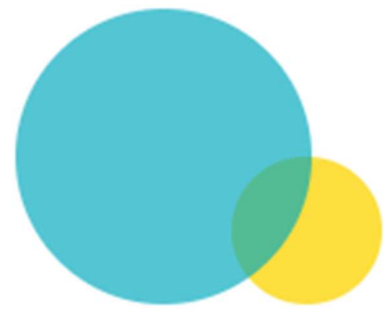
- Vocational Profiles

When a young person has employability outcomes in their EHC plan, which may be identified from year 9 onwards, we will start Vocational Profiling. They will then leave with an updated Vocational Profile (or 'V.P') which can be continued with their next provider. Some students will complete these as part of our CEALG programme with the school staff and our dedicated ANPA.

The Vocational Profile (VP) is a tool for documenting and structuring functional information about a student with disabilities that is vitally important for anyone who will provide assistance to the student, in order to obtain and keep integrated employment in the community. This tool helps young people identify the types of jobs they are interested in. It is designed to be completed with the young person, ideally by someone whom the young person is familiar with.

Cambridgeshire County Council have produced two versions of this document - one that can be read and completed as a written document and one easy read format that contains images and pictures that may assist those with more complex communication difficulties. These versions are intended to be widely used by schools, colleges, service providers relating to employment and work skills. They will travel with the student as they progress along their employment pathway.

Our Students at Work...



Who pays for my child's Further Education?

Please see the enclosed County Council 'Moving On' booklet for more information.

How will my child get to college if attending full time or part time?

Please see the enclosed County Council 'Moving On' booklet for more information.

Is there any financial support for my child to continue in education?

This is detailed on page 39 of the enclosed document.

My child is not likely to be able to hold a job of any sort due to their learning disability. What financial help will he/she get?

Please see the enclosed County Council 'Moving On' booklet for more information

What happens to child benefit when my child leaves school?

This is detailed on page 39 of the enclosed document.

How long do college courses last?

This can vary depending on the college course attended. Open evening are held each year and information on learning support may be obtained. Parents and students are encouraged to attend these.

***** Date for open days are included in the enclosed 'Moving On' booklet*****

Students attending a full time college course will be given information and guidance as part of their course, as well as work experience opportunities. Additional employment is a desirable option at the end of training or college. Additional Needs Pathway Advisers and the Job Centre Plus team will be able to advise on individual cases – this will be discussed during the annual review process at college.

My child has received respite care whilst attending school. Will this continue after he/she has left?

Children's Disability Service will work with children with learning disabilities up to 18 years of age. The Young Adults Team (YAT) will then take over and complete an adult assessment. They will continue to support the young person up to 25 years if needed.

We might like to apply for a long-term care placement for our child. How do we go about this?

If your child wants to leave home or go into supported living, you will need to talk to your social worker or adult support co-ordinator. If you do not have a social worker/care manager, Spring Common have a referral form available. You can also contact Adult Services Contact Centre on 0345 045 5202. If the young person is under 18, please call 0345 045 5203.

If you wish for your child to go straight into long term care when school or college finishes, it is essential you make your wishes known to them well in advance. The planning preparation for this requires a great deal of time. More information can be found in the enclosed 'Moving On' booklet.

MOVING ON EVENING – Weds 13th November 2019

Every year in the Autumn term, upper school students and their parents/carers are invited to attend 'Moving On Options'; an information evening held at school (combined with parents evening). Here they will meet the Additional Needs Pathway Adviser, Debbie Meadows, and representatives from colleges of Further Education, Training/Social Enterprise Providers, Social Care Provision, Learning Disabilities Partnership Young Peoples Team and various other organisations who will be more than happy to answer any questions about all aspects of leaving school. The object of this evening is to put parents, carers and students directly in contact with the very people who run specific services for school leavers. This is a very informative and useful evening. Please do attend as it is never too early to begin thinking about future options.

We hope you have found this booklet useful. Leaving school is a major step for both students and their families and every single circumstance is different. If you have any further queries concerning your child's future, please do not hesitate to let us know at school and we will be able to help by putting you in contact with the right people.

Judith Ledwith

Post 16 Preparation for Adulthood Manager

