

## **Arbour Vale School**

### **Self-Evaluation summary for Post 16 SEF**

#### **Context of the Post 16 Phase**

The majority of students in Post 16 have moved up from year 11 at Arbour Vale. Students in Post 16 are grouped in classes according to ability, with a mix of age groups from years 12, 13 and 14. Students generally remain in Post 16 until the end of year 14. There are currently 8 classes in Post 16. There are 3 MLD groups, 1 MLD/SLD group, 1 SLD group, 1 PMLD group and 2 ASD groups.

- 63 students
- 9 qualified teachers, including Phase Leader and Assistant Phase Leader (2 teachers currently on long term absence, 1 covered by an STA in a 'HLTA' role, 1 covered by an unqualified teacher)
- 1 unqualified teacher
- 23 STAs (of which 7 are part time)
- 2 lunch time supervisors
- 1 STA Team Manager

Staffing ratios in each class are set according to student banding.

#### **The Aims of the Post 16 Phase**

The Post 16 Phase aims to develop, as far as possible, the skills and awareness for young people to move onto the next phase of their life and to be as independent as possible. Development of vocational skills, in whichever form is most appropriate to the individual, is also a key aim. In summary, the aims of the Post 16 Phase are as follows:

- Preparation for transition
- Development of life skills
- Development of vocational skills

The curriculum covers the key areas

- Life skills
- Employability (includes vocational skills and work experience)
- Citizenship
- Maths and English
- Art and Creativity
- Physical development

Wherever possible, learning in the community is emphasised. PSHE is included as part of the life skills provision. A life skills syllabus was developed within the phase, which covers a range of skills and experiences which we consider vital to the development to the students. These include personal care, home management, access to the community and facilities, travel training, vocational skills, social skills and functional maths and English. ASDAN Towards Independence and ASDAN Living Independently accredited programmes are used, with module from each course selected and aligned with our Life Skills syllabus. Arts Award Bronze level 1 is used for entry level students, as it has an emphasis on self-assessment and leadership skills.

#### **Accreditation Routes 2018-2019:**

- ASDAN Independent Living (entry level, level 1)
- ASDAN Towards Independence (milestone and initial entry level)
- Arts Award Bronze level 1

## 1. Outcomes for Children and Learners

### Leavers Destinations Summer 2018

All Leavers gained places at a college or on the project Search Programme.

Destination	Number of Students
Langley College	5
Ambitious College	1
Wiltshire College	1
West London Community College	2
Reading College	1
Amersham and Wycombe College, Flackwell Heath Campus	3
BCA (Berkshire College of Agriculture)	1
Project Search (Hilton Hotel)	4

### Project Search

A new transition pathway was introduced during 2018. Project search is a supported internship programme, run by West London College in partnership with the Hilton Hotel, Heathrow. The participants undergo 1 year supported employment at the Hilton Hotel, Heathrow, experiencing a range of jobs and locations within the hotel.

Project Search was introduced as a new transition pathway for entry level students able to travel independently. A focussed travel training programme was put in place in the summer term for the students accepted onto project search. This prepared the students to travel independently from Slough to the Hilton Hotel at Heathrow (students were not able to do this prior to the travel training programme).

### Accreditation

Students completed the following accreditation programmes in July 2018

Pathway	Course	Number of Students
Milestones level to initial entry level 1	ASDAN Towards Independence Individual modules	14 students
Entry level	ASDAN Personal and Social Development individual unit entries	E1: 4 students E2/E3: 8 students
Level 1	ASDAN Award in Personal Effectiveness	Level 1: 1 student

### Student Progress

See Post 16 Data Reports, February 2019 and April 2019

### Evidence that supports a current judgement Grade of 'GOOD' (2C)

- Leavers destination results
- Accreditation results 2018
- Post 16 data report April 2019
- Establishment of Project Search as a transition pathway

### **Areas for Development:**

- A creation of a link course/shared community project with Wyvern House (OHCAT), to promote and support transition
- Creation of new transition pathways

## **2. Quality of Teaching, Learning and Assessment**

Lesson Observations took place in December. The average outcome across the department was 2B. The learning environment (each class area) was assessed in February.

Moderation of accredited courses against the assessment criteria takes place periodically.

The first moderation of evidence using PHLO Plan targets took place in the 1<sup>st</sup> half of the spring term.

Student progress is tracked using within the whole school 'Evidence for learning' system. The student's EHCP is used to set termly targets, which are reviewed termly. Student progress data informs the termly Post 16 data report. Progress in life skills is tracked using the SILSAF system, part of Evidence for Learning.

Students also work toward the assessment criteria from the accredited courses in the relevant ASDAN Towards Independence, ASDAN Living Independently or Arts Award bronze level 1 programmes.

Student outcomes are shared and discussed at annual reviews.

Targets are set in relation to student's Education, Health and Care Plans, meaning they are holistic and take into account children's individual learning needs. Progress towards these targets are reviewed termly and amended as necessary. Reports of progress towards these targets are shared with parents and other professionals during annual review.

Judgements are made taking into account the following:

- Assessment of progress towards PHLO targets
- Progress made towards ASDAN/Arts Award assessment criteria
- Internal moderation of assessment for learning outcomes based on PHLO plan targets
- Internal moderation of accredited courses
- External moderation of external courses
- Lesson Observations
- Learning walks

Relevant strategies and approaches are used, such as Waldon, attention autism, Read write Inc, Tac Pac, etc. There is some crossing over of teaching between classes, so teachers can maintain a wider awareness and perspective of teaching within the phase.

There is support with speech and language in classes from trained speech and language STAs. Students with SALT provision specified in their EHCP are assessed by a Speech and language therapist and specific SALT targets are introduced into the daily learning.

### **Evidence that supports a current judgement Grade of 'GOOD' (2C)**

- Post 16 Data report spring 2019
- Lesson Observation outcomes
- Assessment for learning moderation for spring term 2019
- Feedback from ASDAN external moderation

**Areas for Development:**

- Develop the identification of students making less than expected to good progress against PHLO plan targets, in order to put in place appropriate interventions.
- Linking planning to new Life Skills 2 year programme
- Increased opportunities to share good practice within the Post 16 phase.

### 3. Personal Development, Behaviour and Welfare

**Development of Life Skills**

A comprehensive life skills syllabus (created in-house) was introduced in September 2018. This is linked to the newly introduced ASDAN Living Independently certification programme, which started in January 2019. Progress through the life skills syllabus is tracked using the SILSAF system. The change to the ASDAN Living Independently programme allows for more flexibility so the teaching can be focused directly on the life skills and vocational skills experiences, rather than on the accredited course requirements, as was the case with previous accredited courses.

Arbour Vale House has been used extensively for Post 16 and KS4 classes, to carry out life skills sessions in a real-life context.

KS4 students now follow a life skills course with a functional maths focus, in preparation for transition to Post 16. This is to prepare students for the emphasis on life skills in Post 16.

Students from Post 16 and KS4 started using Arbour Vale House for life skills sessions. This enabled students to carry out and practice life skills routines in a realistic setting (access to kitchen area, bathrooms, bedrooms etc.).

**Offsite Learning**

As part of the life skills provision, students take part in learning opportunities within the local community:

- Local supermarkets and other locations
- The Curve (library and community facility)
- Travel training
- External work experience placements
- Visits to a range of local facilities
- Careers Fairs
- Pitstop (car mechanics)
- College Link Course (East Berkshire College)

**Core Skills**

Entry level Edexcel maths and English programmes were started in January 2019. Where appropriate, students will be entered for the accreditation in the 2019-2020 academic year.

**Work Experience**

Work experience was accessed by six of the seven Post 16 classes (the PMLD class followed a sensory based curriculum which does not include vocational preparation experience).

- Post 16 Café (open to school staff)
- Pitstop (car mechanics)
- Iver Fishery (ground work and shop)
- Warren Court Residential Home
- Collection of recycling around the school
- Individual placements in PE Department/school office
- Student support with Parent Coffee Mornings
- Individual external placements

## **College Links**

A link course with Langley College takes place one morning throughout the year. Students experienced learning in the college environment while supported by Post 16 staff. Those leavers who accepted places at Langley for September 2018 attended the college link course for the later part of the summer term. Students offered places at other colleges were taken on individualised transition visits by Post 16 staff (West London College, Amersham and Wycombe College, BCA).

## **Student Voice**

Students from across the department take part in the Post 16 Student Voice group. This group meets on an afternoon once a week. It is an opportunity for students to have a say in what happens in Post 16. An outcome for autumn 2018 was the creation of a break-time tea and coffee provision, which is set up and run by Post 16 students. This also provides an opportunity for students to practice organisational, communication and money skills while being allowed to act as independently as possible.

## **Positive Behaviour**

Targeted students are referred to intervention programmes, Social Thinking, Mindfulness and Nurture. This has had a noticeable impact on reducing the frequency of incidents for targeted pupils over a period of time (see Behaviour Report February 2019).

Student achievements are celebrated in the Post 16 assembly held at the end of each week. Students are encouraged to share their experiences in assembly and certificates are awarded for merits and for achievements in work experience.

## **Welfare**

Staff undergo relevant CPD in order to provide the appropriate medical care for students. Where appropriate, classroom staff work in liaison with the physios and O.T. to deliver the appropriate programme.

Pastoral issues are discussed as part of weekly whole phase meetings and individually between class staff and Phase/Assistant Phase Leaders.

## **Community Film Project**

A group of Post 16 students worked with a team from the Aik Saath community group (supported by the Slough Cultural Education Partnership), on the production of a commercial, highlighting different landmarks of Slough. The video was launched at a community event in the autumn of 2018. The outcome of the project was as follows:

- Students were able to explore their local community and counteract prejudices people might have about their town.
- Students own perception of Slough changed as they gained greater awareness of the places featured on the video.
- Development of team work and communication skills.

## **Leavers Event**

A Leaver's Celebration was held in July 2018. This took the form of an afternoon barbeque and formal presentation and disco. All students in the department attended. Parents of leavers were also invited.

## **Evidence that supports a current judgement Grade of 'GOOD' (2C)**

- Establishment of a life skills focus curriculum
- Student participation in a range of work-experience placements
- Impact of intervention programmes (see Mid-year Behaviour Report)
- CPD for staff to support medical/care issues
- Involvement of student voice group

- Student involvement and support with school events (regular coffee mornings and parent support meetings)

**Areas for Development:**

- Increase opportunities for offsite work experience by establishing links with new providers (this includes creating a link with a Windsor Hotel)
- Establishing programme of specialist input for PSHE with Solution4Health NHS team
- Increase student involvement in wider school events, e.g. coffee mornings, and development of more roles of responsibility for students.

#### **4. Effectiveness of Leadership and Management**

Teachers have taken on specific curriculum areas working in collaboratively, examples being the creation of the maths and English programmes, to produce the Edexcel based programmes for both subjects.

Individual specialisms encouraged. One STA delivers drama sessions across the department. Medical training, as part of the whole school programme and specific training for certain individual pupils, is ongoing for relevant staff.

There is a strong shared ethos. There are weekly phase meetings where any operational/strategic and student issues are discussed. All staff are able to contribute. Minutes of the meetings are e-mailed to staff.

Classroom support staff often move between classes, so have a wider perspective across the phase.

The introduction of the ADSAN Living Independently Programme in the spring term 2019 was to allow more flexibility by fitting the programme around the Post 16 life skill curriculum, rather than teaching to the more narrow and prescriptive requirements of the assessment criteria of previous ASDSAN and BTEC accreditation.

There is a focus on creating external links with other agencies. Examples include

- Project Search (Hilton Heathrow/West London College)
- AkzoNobel
- East Berkshire College
- Pitstop (Haybrook College)
- Aik Saath community group
- Wyvern House

**Evidence that supports a current judgement Grade of 'GOOD' (2C)**

- Establishment of partnerships with external agencies
- Opportunities for staff to develop specific areas (English, maths, drama)
- Development of the Post 16 curriculum

**Areas for Development:**

- Expanded use of AVH for life skills training
- Development of community based transition opportunities Post 19 for all students
- Greater scope for staff to take on initiatives and specialist areas