



CASTLE SCHOOL

POST 14 PROVISION

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Mission Statement / Aims

The Post 14 curriculum at Castle School is designed to meet the individual needs of all the learners and is reviewed regularly to match pupils' needs, strengths, interests and future choices. The curriculum seeks to achieve coherent progression from Key Stage 3 and centres on pupil views and personal choices which are reflected in the curriculum and personalised timetables. Our aim is to provide all our learners with a range of qualifications and skills that meet their different needs, reflect their interests and prepare them for adult life and lifelong learning through our unique transdisciplinary approach, allowing for realisation of individual potential.

Within Post 14 we accredit all student achievement under nationally recognised schemes whenever and wherever is appropriate and our programme of study is monitored and reviewed regularly to ensure that it is presenting all students with a degree of challenge, is stretching them and allows them to sufficiently achieve and move on to the next stage of their lives.

A range of individualised opportunities are provided to develop skills in these areas needed in adult life. The four areas in Preparation for Adulthood; Enterprise and Employment, Independent Living, Relationships and Community and Good Health and Emotional Wellbeing are a particular focus throughout the curriculum which is accessed by all students.

Students can achieve qualifications through formal summative examination-based courses or can be working less formally using a modular approach. The school key drivers underpin the curriculum and consolidation, repetition and generalisation of skills is at the heart of the transdisciplinary teaching and therapy which is an integral part of the curriculum. A range of work experience opportunities are available for students with appropriate vocational experiences sitting alongside the curriculum. Pupils are exposed to a range of employers and experiences as well as being involved in college visits, employability work and enterprise experiences to supplement their understanding of the transition choices they will make at the end of their time with us. Please see the careers page for more information.



Pathways to Post 14

PRE FORMAL

Learners with profound and complex learning needs. These learners require a multi-sensory approach to learning which incorporates their medical and therapeutic needs. Students in this pathway achieve pre-entry sensory based level accreditations that are purposeful and relevant to them.

ENGAGEMENT

Learners with profound and complex learning needs. These learners require a multi-sensory approach to learning which incorporates their medical and therapeutic needs. Students in this pathway achieve pre-entry sensory based level accreditations that are purposeful and relevant to them. read it.

SEMI-FORMAL

Learners who still require integrated therapy but are able to access more formal based learning in a structured learning environment. Students in this pathway achieve pre-entry level accreditations.

FORMAL

Learners are working below age-related expectations but can access the National Curriculum topic areas. Students in this pathway achieve Entry level 1/2/3 accreditations.



Post 14 Curriculum Timetable

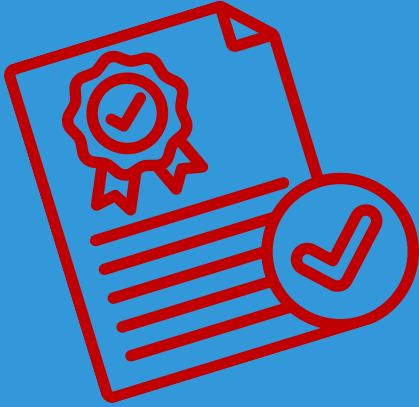


Class – Purple – Post 14



Times	8.50-9.15	9.15-9.45	9.45-10.30	10.30 - 10.50	10.50-11.35	11.35-12	12.00-12.50	12.50-1.20	1.20-2.10	2.10-3.05
Monday	Morning jobs Registration	Phonics	Maths	Break time	English	RE	Lunch P4A	Active playtime	Science	History
Tuesday	Morning jobs Registration	P4A Independent Travel/Relationships & Community/Independent Living					Lunch P4A	Active playtime	Geography	Art/DT
Wednesday	Morning jobs Registration	Phonics	Maths	Break time	English	Careers	Lunch P4A	Active playtime	P4A Independent Living	
Thursday	Morning jobs Registration	Phonics	Maths	Break time	English	PSHE	Lunch P4A	Active playtime	P4A Good Health PE/Gym	Computing
Friday	Morning jobs Registration	Phonics	Maths	Break time	English	ILPs	Lunch P4A	Assembly	P4A Enterprise	

Post 14 - Accreditations



Literacy and Maths

- AQA Step up to Maths and English – Entry Level 1, 2, 3
- AQA Unit Award Scheme– Pre-entry Sensory, Pre-entry

Foundation subjects

- AQA Unit Award Scheme– Pre-entry Sensory, Pre-entry, Entry 1, 2, 3



Preparation for Adulthood – Independent Living, Enterprise, Relationships and Community, Good Health

- ASDAN My Independence: Supporting Aspirations – Pre-entry
- ASDAN My Independence: Transforming Aspirations – Entry Level 1 and 2

Post 16 Curriculum Timetable

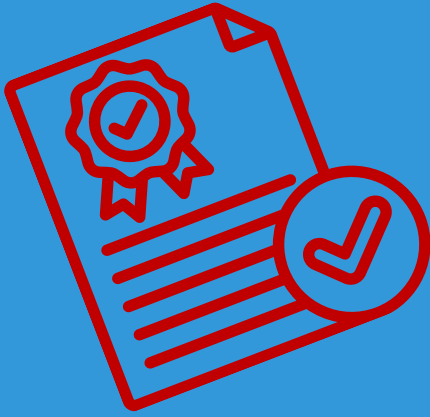


Class – Purple – Post 16



Times	8.50-9.15	9.15-9.45	9.45-10.30	10.30 - 10.50	10.50-11.35	11.35-12	12.00-12.50	12.50-1.20	1.20-2.10	2.10-3.05
Monday	Morning jobs P4A Registration	Circle time Communication	Maths	Snack Break	English	Creative and Cultural Art, Music, Drama, DT	Lunch P4A	Active playtime	P4A Shopping in Budget Asda order	P4A Shopping in Budget Bread Delivery
Tuesday	Morning jobs P4A Registration	Circle time Communication	Maths	Snack Break	English	World Knowledge Geography, History, RE	Lunch P4A	Active playtime	P4A Relationships & Community Blyth Shops	
Wednesday	Morning jobs P4A Registration	Circle time Communication	Maths	Snack Break	English	Careers	Lunch P4A	Active playtime	ASDAN Independent Living	
Thursday	Morning jobs P4A Registration	P4A Relationships & Community Tim Lamb Centre Cafe					Lunch P4A	Active playtime	P4A Good Health Gym Sport and Leisure	PSHE
Friday	Morning jobs P4A Registration	Circle time Communication	Maths	Break time	English	ILPs	Lunch P4A	Assembly	P4A Enterprise	

Post 16 - Accreditations



Literacy and Maths

- ASDAN Life skills Challenges – Pre-entry Sensory, Pre-entry
- Ascentis – Pre-entry, Entry Level 1, 2, 3

World Knowledge, Sport and Leisure, Creative and Cultural

- ASDAN Life skills Challenges – Pre-entry Sensory, Pre-entry, Entry 1, 2, 3



Preparation for Adulthood – Independent Living, Enterprise, Relationships and Community, Good Health

- ASDAN Life skills Challenges – Pre-entry Sensory, Pre-entry, Entry 1, 2, 3

English

AIMS

At all times we seek to give students the skills and strategies to work independently and primarily focus on functionality. This could be; reading instructions in order to work independently, requesting help in a shop, reading a shopping list and recognising signs and symbols in the community.

To develop auditory and visual perception skills, listening skills, fine-motor skills as required.

To identify and implement alternative and augmentative communication systems where appropriate – speech, signing, communication aids eg Big Macs, VOCAs, symbols, eye gaze technology.

DELIVERY

At all times we seek to give students the skills and strategies to work independently and primarily focus on functionality. This could be; reading instructions in order to work independently, requesting help in a shop, reading a shopping list and recognising signs and symbols in the community.

To develop auditory and visual perception skills, listening skills, fine-motor skills as required.

To identify and implement alternative and augmentative communication systems where appropriate – speech, signing, communication aids eg Big Macs, VOCAs, symbols, eye gaze technology.



ACCREDITATIONS

KS4 students will complete AQA Step up to English or AQA Unit Award Scheme accreditations
Post 16 students working below Pre-entry level will complete ASDAN lifeskills challenges in reading, speaking and listening and writing.

Post 16 students working at Pre-entry or Entry Level 1/2/3 will complete Ascentis qualifications in stepping stones to functional skills.

Maths

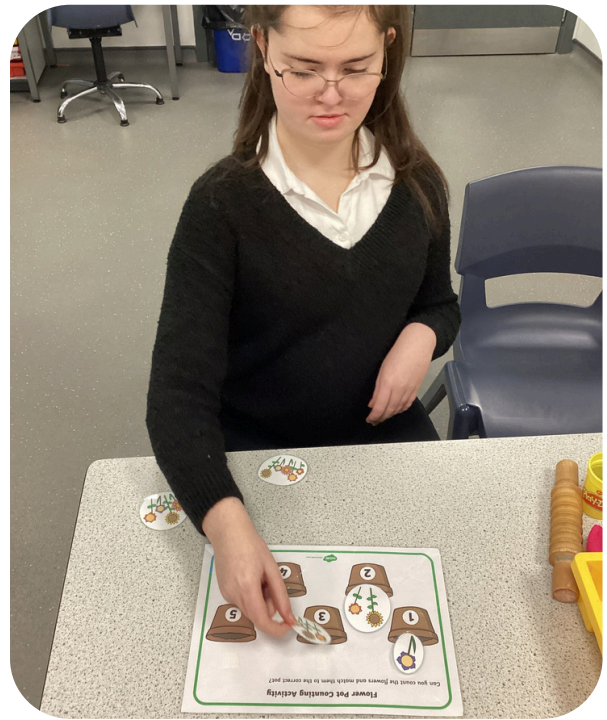


AIMS

Maths is required in all aspects of everyday life and as such we deliver maths in a range of functional contexts. We are very aware that the majority of our students do not generalise skills spontaneously and need to be supported to do this. Maths at Post 14 seeks to not only build upon those skills acquired at KS3 but also to encourage the consolidation and application of their existing skills in practical, everyday situations. We promote the students' ability to understand and interact with their environment, enabling them to function with increasing independence. For example, recognising times of their day in order to prepare themselves for activities, recognising numbers in the environment such as numbers on buses and price tags in a shop.

ACCREDITATIONS

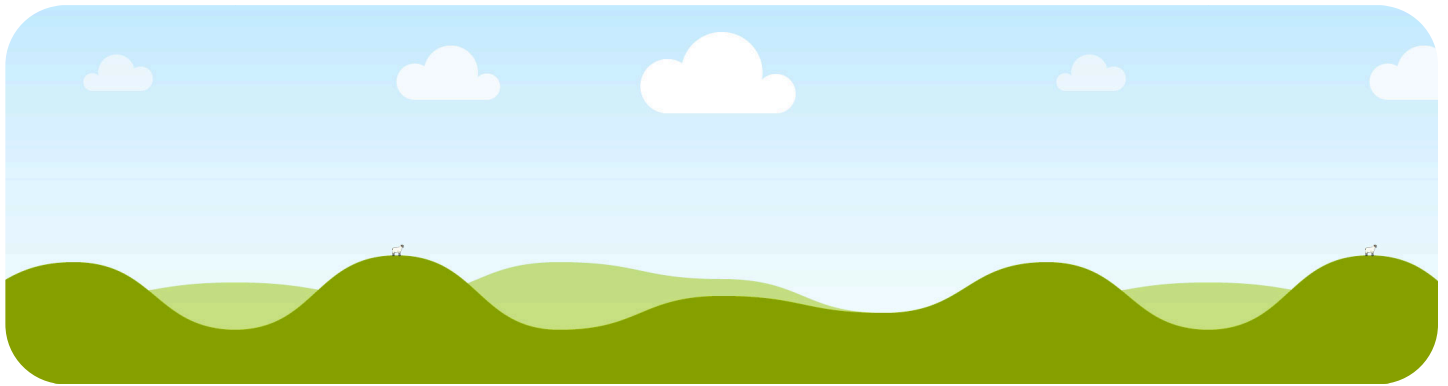
KS4 students will complete AQA Step up to Maths or Unit Award Scheme accreditations
Students working below Pre-entry level will complete ASDAN lifeskills challenges in number, measurement and geometry and problem solving.
Students working at Pre-entry or Entry Level 1/2/3 will complete Ascentis qualifications in stepping stones to functional skills



DELIVERY

Maths pervades the whole curriculum and opportunities to reinforce the skills and knowledge acquired will take place across all subject areas and in some cases specific units are delivered within other subjects. Maths is an integral part of curriculum areas such as Independent Living (eg measuring in spoons, cups or by weight through cookery); Sports and Leisure (eg tallying goal scoring, responding to positional language) and Vocational Skills (eg using a till during Enterprise activities). We promote the acquisition of splinter skills, which will enable students to function independently at a higher level in a variety of situations – eg students who cannot recognise coins learn that a £1 coin is sufficient for a drink at McDonalds and can identify one independently. We try to equip students with known facts which will enable them to respond with confidence when required. We have prioritised the maths skills and concepts that we feel will support students to function more independently both in the home and the workplace. (See Maths overview) Students will have maths based EHCP learning outcomes.

PSHE



AIMS

The PSHE curriculum is informed by the nationally recognised PSHE Association which ensures that the subject conformed to the statutory entitlement of learnings in respect of RSHE and PSHE. In PSHE we aim to promote healthier lifestyles and good decision-making. We actively plan to promote Personal, Learning and Thinking Skills in order to equip the students for life beyond Castle School.

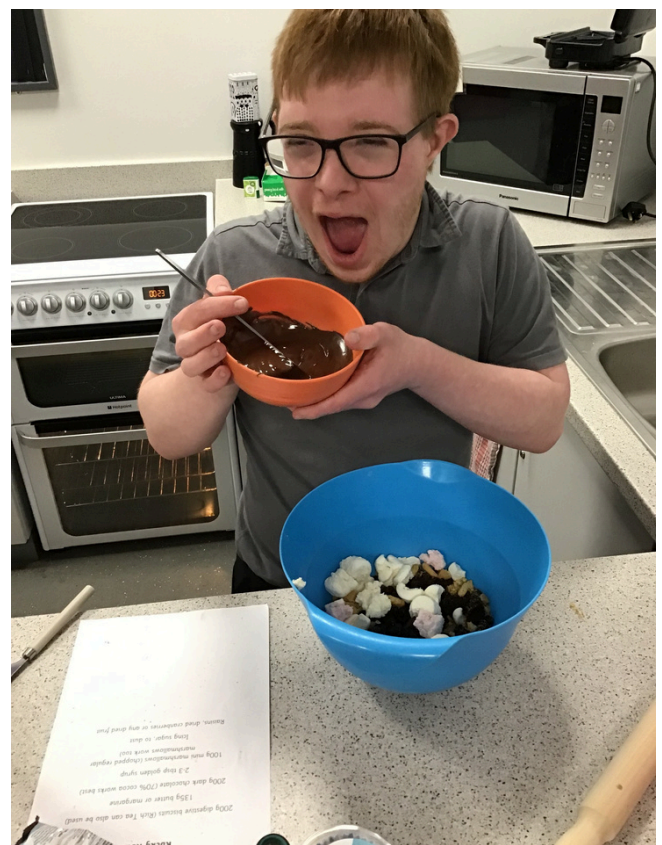
ACCREDITATIONS

KS4 students will complete AQA Unit Award Scheme accreditations.

Post 16 students will complete ASDAN lifeskills challenges in; Relationships, The Environment, Personal Safety, Personal Care, Self-Advocacy, Citizenship and Knowing about myself.

DELIVERY

PSHE is delivered both as a discrete subject and through cross-curricular links. There is a spirallised curriculum in KS3 and KS4 and we continue to build upon this in Post 16 which includes a number of relevant ASDAN modules. Students take part in school and wider community activities. Student success is celebrated through weekly star of the week assemblies.



Independent Living



DELIVERY/AIMS

In Preparation for Adulthood Independent Living Skills is used as an umbrella term to describe those skills which a person needs, on a daily basis, to live independently.

Within the context of Castle School (our students have severe/complex learning difficulties) we view supported independent living as a realistic and achievable adult outcome for some of our students in the future.

Regardless of ability, we endeavour to support all of our students to achieve the highest level of independence possible. This includes the development of thinking and decision-making skills as well as practical skills. At the least all students can become more independent within their home setting.



ACCREDITATIONS

KS4 students will complete ASDAN My Independence: Supporting or Transforming Aspirations.

Post 16 students will complete ASDAN lifeskills challenges

Home management

- Cleaning Laundry
- Cooking/nutrition
- Tidying
- Recreation

Personal care

- Eating
- Dressing
- Bathing
- Toileting
- Grooming
- Health
- Medication

Community access

- Shopping
- Budgeting/Money management
- Independent travel
- Leisure skills

Underlying skills

- Communication
- Time management
- Problem-solving
- Personal safety

Relationships & Community



AIMS

In Preparation for Adulthood we aim to facilitate a greater presence in the community, enabling students to be active citizens. We aim to increase students knowledge of and use of local community facilities including the gym, pool, library, shops and cafes etc. We also strive to increase students road safety awareness as pedestrians and where appropriate to develop their Independent travel skills such as; being as a pedestrian, ordering a taxi and using public transport.

We also aim to increase students awareness of post school providers which includes visits to local colleges and day services. We endeavour to enhance cultural capital by providing diverse educational experiences that enrich our students' understanding of the world.

DELIVERY

Students will have regular weekly visits into the community. Some visits will be one-offs whilst others will be regular visits over time to enable students to acquire and practice skills. For example, regular visits to a supermarket in order for students to familiarise themselves with the layout of the shop and the tills. Visits will be progressive, for example, once students have become familiar with one supermarket they will then experience visiting other shops. Parents will be kept fully informed about where students are going and for what purpose. All aspects of independent travel will be discussed with parents prior to being actioned

ACCREDITATIONS

KS4 students will complete ASDAN My Independence: Supporting or Transforming Aspirations
Post 16 students will complete ASDAN lifeskills challenges



Good Health

AIMS

In Preparation for Adulthood our Good Health topics are to teach the students how to live a healthy, active lifestyle in order to promote independence and self-help skills



DELIVERY

Students have weekly timetabled lessons centred around how to live a healthy lifestyle. Topics include:

- Developing health and hygiene routines
- How to live a healthy lifestyle
- The importance of balanced diet and exercise
- Dressing myself
- Exercise routines – gym, swimming, PE activities, gardening

ACCREDITATIONS

KS4 students will complete ASDAN My Independence: Supporting or Transforming Aspirations

Post 16 students will complete ASDAN lifeskills challenges



Work Related Learning



DELIVERY AND AIMS

Work related learning includes Careers guidance and information, simulated and community based Work Experience and Enterprise activities. It seeks to support students to develop a work ethic, function with greater independence and explore the world of work. It is a practical curriculum which gives students real hands-on experiences. It seeks to prepare students for adult life through exploring their interests and identifying their interests.

We strongly believe that many of our students are capable of some form of employment in the future and see it as our role to prepare students by equipping them with the skills, attitudes and knowledge necessary to achieve this goal. We also believe we need to work closely with their families in order to share aspirations and realistic expectations.

WRL

Careers education seeks to broaden students' knowledge of the World of Work. It includes information about the range of jobs on offer and the need for appropriate experience, qualifications and job readiness. Students need to understand why people work. Post 16 prepares students for transition after school and Careers education helps them to explore what their options are. This includes visits to a range of Post 16 providers and attendance at transition information events. Discussions around the future will also happen when preparing students for their Annual Review and during the meeting itself.

WORK EXPERIENCE

Students need to experience what work is. There is no substitute for practical work and we want students to understand what doing a specific job entails. There is a hierarchy to work experience eg the earliest stages are being given a responsibility in class and at the highest level doing a community work experience without the support of a mentor. Work experience should happen when the individual is ready rather than as part of a timetable. For management purposes it is better if they are staggered to enable appropriate support to be given. Preparation for work experience does however need to be part of a rolling programme. This can be in the form of in class simulations, for example; a factory production line, cleaning the school minibus and running half termly enterprise projects. Some curriculum units are delivered in a way that simulates a real job, for example horticulture, hair and beauty, woodwork etc.

ENTERPRISE

This is a strength within the department. Over the years we have run a diverse range of enterprise projects for a variety of purposes. Enterprise has enabled us to motivate and engage pupils and to share achievement with families. Projects may be small or large, short term or longer term but all enable students to celebrate achievement at the end. Projects may be run in small groups, classes or across the whole department

Work Opportunities

Asda

Akzonobel

Choices College

Horticulture

School Based Pop Up Cafe

Sports and Leisure



AIMS

We teach sport and leisure to promote general fitness and a healthy active lifestyle which includes good decision-making and healthy choices. Our aim is; to improve technique and increase stamina, to develop and extend leisure interests and to promote joining community groups, to promote independence eg setting up/clearing away equipment, to develop team working skills and social interaction skills and to develop and generalise basic skills eg maths concepts, dressing/undressing/showering.

DELIVERY

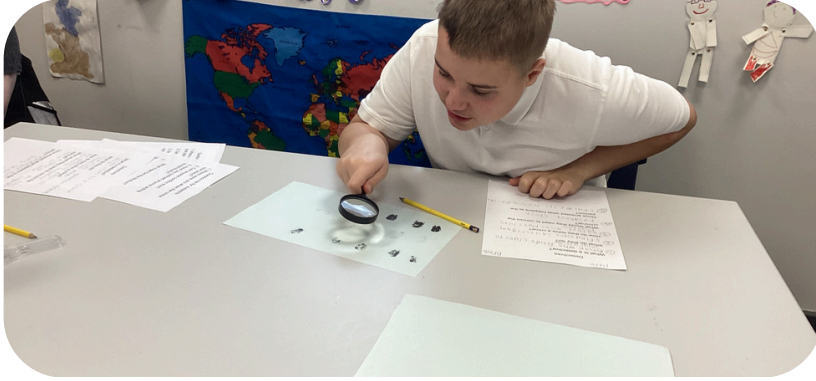
We have a weekly Sports & Leisure sessions every week. Each unit usually runs for a half term and activities are rotated in order to give balance over time. Not following a prescriptive rolling programme allows us to take advantage of opportunities as they arrive eg The Olympics, Rugby World cup etc. We are also able to respond to students strengths, interests and abilities. Students may work in individual classes, or in ability groups or mixed ability groups across the department. We try to make use of community facilities whenever possible and the use of specialist coaches.

ACCREDITATIONS

ASDAN lifeskills challenges



World Knowledge

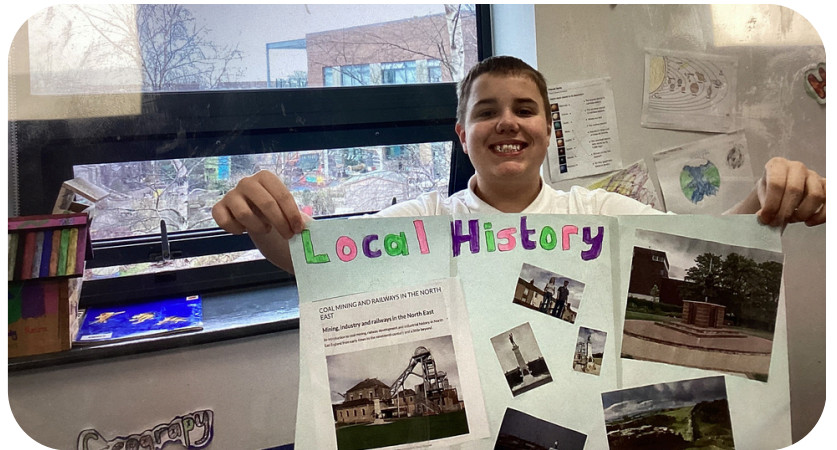


AIMS

We teach World Knowledge to encourage students to take an interest in the world, promote curiosity and to develop problem solving and decision making skills.

DELIVERY

A World Knowledge session is delivered on a weekly basis. Each unit runs for a half term and the subject areas are rotated in order to give balance over time. Not following a prescriptive rolling programme allows us to take advantage of opportunities as they arrive eg The King's Coronation. Students may work in individual classes or mixed ability groups across the department.



ACCREDITATIONS

ASDAN lifeskills challenges



Creative & Cultural



AIMS

We teach Creative and Cultural in order for students to develop their creative thinking and problem solving. We aim to generalise and develop skills such as; maths concepts, fine motor skills, communication skills and to identify potential leisure interests such as jewellery making or joining a dance club.



DELIVERY

Creative and Cultural is delivered for one session a week. Each unit may run for a term or half term. The subject areas are rotated giving balance over time, for example, performing arts might be delivered during the autumn term in order to produce a performance for Christmas. It is frequently delivered over the summer term in order to prepare for the Leavers' Performance. Not following a prescriptive rolling programme allows us to take advantage of opportunities as they arrive, such as taking part in choir sessions. Students may work in individual classes or mixed ability groups across the department.



Integrated Therapy



The school team of Physiotherapists, Speech and Language Therapists and Occupational Therapists work alongside education staff to ensure that students receive a holistic and integrated therapy approach. Following assessment of needs and as stated on their Education Health and Care Plans, we develop individualised programmes which are tailored to ensure that all students have opportunity to reach their potential. We provide a flexible approach where therapy can be delivered in groups or through one to one individual sessions, and carried out in a variety of environments.



Transition - Life beyond Castle School

Planning for transition from Castle School to a future placement plays an integral part in the KS4/5 curriculum and is formalised through the Annual Review system. Pupils who intend to leave school are given the opportunity to visit further education providers and take part in taster days. All students have the opportunity to visit careers fairs such as the Future focus careers event and Duke's careers fair. All pupils in KS 4/5 receive Careers Education, Information and Guidance interviews from Northumberland Careers and Guidance Service

Social Care Package	Traineeship	Supported Internship	Apprenticeship	College
Social care services provide support to people with learning disabilities / illnesses and mental illness. This support can cover practical activities, personal care and social work, intended to help people receiving social care to live comfortably. A social care need is one that is focused on providing assistance with activities of daily living, maintaining independence, social interaction, enabling the individual to play a fuller part in society.	A traineeship is a skills development programme that includes a work placement. It can last from 6 weeks up to 1 year, though most traineeships last for less than 6 months. The aim of a traineeship is to help young people gain the skills and experience they need to get an apprenticeship or job. Traineeships are a highly flexible programme which providers can tailor to their local context, to the needs of particular groups of young people and to local employers. The aim of a traineeship is to help young people gain the skills and experience they need to get an apprenticeship or job.	Supported internships are a structured study programme based primarily at an employer. They enable young people aged 16-24 with an Education, Health and Care plan to achieve sustainable paid employment by equipping them with the skills they need for work, through learning in the workplace. Internships normally last for a year. Young people who complete a supported internship will be expected to move onto paid employment at the end of the programme. The school, college or specialist provider will work with local employers and supported employment services. You will be involved in planning your study programme and have a tutor and expert job coach to work with you and the employer during the internship.	An apprenticeship is a real job where you learn, gain experience and get paid. You're an employee with a contract of employment and holiday leave. By the end of an apprenticeship, you'll have the right skills and knowledge needed for your chosen career. Apprentices are paid by their employer for the work they do, as well as for time spent on training. If you are under 19 (or still in the first year of your apprenticeship) there is a minimum apprenticeship rate, but employers can and often do pay more. Apprentices should work for a minimum of 30 hours a week, and a maximum of 40. Time spent off the job at a college or in training is included.	College is where many students go for two years after completing compulsory schooling 16/18. FE colleges offer a more relaxed environment in which students are encouraged to take more responsibility for their education. FE students choose their own study programme and the onsite learning is usually 3 days per week. Students can choose from GCSE's, Higher National Diplomas and A Levels to BTEC courses and skills diplomas. Each local college has their own SEND department to meet individual needs.

Possible Destinations



Further Education

Azure Charitable Enterprises [Home](#) | [Azure Charitable Enterprises](#)

Barnardos [Employment, training and skills](#) | [Barnardo's](#)

Buzz Learning [Welcome to Buzz Learning](#)

Kirkley Hall [Kirkley Hall Campus - Northumberland College](#)

Nacro Education Centre Newcastle [Nacro Education Newcastle](#) | [Vocational Training](#) | [Nacro](#)

Newcastle College [Newcastle College](#)

Northumberland College [Events Archive - Northumberland College](#)

Northumberland skills [Home](#) | [Northumberland Skills](#) | [England](#)

Ouseburn Farm, Café Beam [Ouseburn Farm](#) | [Charity Newcastle](#) |

Percy Hedley Adult Services [Adult Horizons - Percy Hedley](#)

Percy Hedley College [Hedleys College - Hedley's College](#)

Tyne Metropolitan College [Homepage - Tyne Metropolitan College](#)

Possible Destinations



Social care

Blyth Star Enterprises [Blyth Star - Somewhere to live - Somewhere to work - Someone to care](#)

Blyth Riverside Resource Centre [Northumberland County Council - Day centres for adults with learning disabilities](#)

Brightside Adult Services [Brightside Adult Services Northumberland](#)

Living to Learn [Living to Learn - Exceed your potential](#)

Mowbray Day Centre [Mowbray Day Centre](#) | [Choppington](#) | [Facebook](#)

Natural Ability [Natural Ability](#) | [Learning Disability Services](#) | [Hexham](#)

The Hub @Parkhead [The Hub@Parkhead - St Cuthbert's Care](#)

Extra Curricular

Twisting Ducks Theatre Company [The Twisting Ducks Theatre Company](#)

True Colours Theatre [True Colours Theatre](#) |

#LetYourLightShine



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