



CKENZIE



Post 16 PROSPECTUS

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WELCOME



Ms Santi

Welcome to The Grove, part of the Heartlands Community Trust. We are extremely proud of our school and its achievements. We have a fantastic staff team who share the commitment to providing the best care, support and education to our pupils so they can have the best start in life. Our vision to 'Inspire Excellence, Champion Potential and Empower Learning' is simple and founded on a desire to make a difference. Our aspirations are simple, to enable our pupils to achieve the best they can; we are resolute in working together to map out pathways that will provide the knowledge, skills and tools to achieve this.

Our Post 16 is a thriving part of our school and has been developed to provide that important step between school and adulthood.

Thank you for taking an interest in our Post 16. Making that important decision about next steps is key to a young person's future. I hope this prospectus gives you a flavour of how we help them make that successful transition.

Ms Santi
Headteacher



Ms Elton

Welcome to our Post 16 provision which caters for young people aged 16–19 with a diagnosis of autism.

We aim to enable every young person to flourish by encouraging and building upon their unique strengths and interests, that will support them positively in their journey towards adulthood.

Our Post 16 learners have access to a team of skilled teachers, therapists, and professionals who work together to ensure each has a pathway which identifies their future aims and provides the framework for them to succeed. Partnership working is central to our ethos and we are committed to working closely with families to support the outcomes and wellbeing of their child.

I hope our prospectus provides a brief overview of our Post 16 department; please do take a moment to look at our website or visit us in person if you would like to find out more. We look forward to meeting you!

Best wishes,

Ms Elton
Head of Post 16
Associate Assistant Headteacher

POST 16 VISION

GOOD HEALTH means

- To be able to regulate emotions
- To be relaxed and happy
- To be able to move around safely
- To know how to have a balanced and nutritious diet
- To eat and drink safely
- To be able to manage relevant medications safely
- To know how to access help and support when required
- To know how to maintain fitness and wellbeing through regular exercise
- To know how to keep safe from harm
- To be able to cope and manage change

FRIENDS RELATIONSHIPS AND COMMUNITY means

- To be safe and enjoy (manage) the company of others
- To have the skills to go out, be active and take part in local activities and clubs
- To manage new events, places and people
- To know about good and bad relationships
- To have a circle of support and be able to access it
- To know how to keep safe from others
- To be able to communicate and express self within any relationship or friendship
- To be able to express needs, feelings and emotions to others

WHAT DOES THE POST 16 VISION MEAN FOR STUDENTS AT THE GROVE?

DEVELOP SKILLS FOR TRANSITION TOWARDS ADULTHOOD

UNDERSTANDING THE DIFFICULTIES ASSOCIATED WITH AUTISM COMMUNICATION, SOCIAL INTERACTION, EMOTIONAL REGULATION, SENSORY PROCESSING, FLEXIBLE THINKING

SENSORY TO BE ABLE TO MANAGE OWN SENSORY REGULATION THROUGH THE USE OF APPROPRIATE STRATEGIES AND RESOURCES TO HAVE A LEVEL OF INDEPENDENCE IN DAILY FUNCTIONAL SKILLS

INDEPENDENT LIVING means

- To develop the skills to live as independently as possible
- To be able to live in a house and feel safe
- To be able to travel to a chosen destination safely
- To be able to carry out simple household tasks and routines
- To have the skills to complete forms and documents
- To have skills to budget and manage money
- To show understanding of what is happening and be able to make a decision based on the information
- To know how to plan for and shop for items independently

EMPLOYMENT means

- To develop skills and get a job or meaningful employment
- To be able to read and write functionally
- To have functional maths skills
- To be able to understand and follow instructions
- To be able to express clearly so others can understand
- To pay attention and maintain focus
- To be able to cope with changes and unexpected situations



The key aim for our Post 16 department is that our learners become independent in both their academic learning and their personal skills and are prepared for life after compulsory education.

In the pursuit of our vision we are committed to our SEARCH values that embed our culture and ethos:

SEARCH

Support

We support each other through times of success and times of difficulty

Empathy

We understand each other and make no judgements

Accept

We accept each other for who we are

Resilience

We keep trying, even when it gets tough

Compassion

We are kind to each other

Honesty

We are honest with others and ourselves

THE SCHOOL & POST 16 FACILITIES

The Grove is a newly refurbished site (2019) designed and constructed around the needs of its learners. We promote a low arousal environment that facilitates a total communication approach to enable our learners to predict and manage their day. We are ambitious about our Post 16 environment and facilities. Our life skills flat helps learners develop those valuable living skills and we hope to open a working cafe in the future which will build on these skills further.

Post 16 learners are able to access any of the school based facilities when they need to which include:

- Sensory room
- Drama and activity studio
- Library
- Computing suites
- Art and science room
- Allotments and outdoor learning spaces
- A multi-use games court
- Outdoor gym





"Pupils have a great sense of humour and it's lovely to see some amazing friendships amongst them."

Post 16 Teacher



ADMISSIONS & CONSULTATIONS

For a learner to be admitted to the Post 16 department, they must have a diagnosis of autism and The Grove must be named by a local authority, in their Education, Health and Care Plan (EHCP). In cases where The Grove feels the young person does not meet the admissions criteria, or that their needs could not adequately be met, The Grove may not offer a place.

POST 16 CURRICULUM

POST 16 CURRICULUM OVERVIEW

Academic	Employment	Good Health & Wellbeing	Friends, Relationships & Community	Independence & Living
Functional Skills Entry Levels 1–3 and Level 1 in English Maths ICT	Work Experience Work Placements College Access at H6F Life Skills	PE & Sports Leadership PHSE & RSE Travel Training Healthy Living	Common Room Social Clubs Social Skills Community Participation Enrichment	OCR Life & Living Skills Entry Levels 1–3

Success at Post 16 looks different for every learner. We aim to decrease the adult support provided in their academic learning and personal skills so they will be able to function as independently as possible in their day to day life. Employability is a key part of our curriculum offer. All learners will leave us by Year 14 having had experience of the world of work and work experience with different employers.

The core academic offer is functional qualifications in English, Maths and

ICT alongside life skills qualifications that prepare the learners for adulthood. We are ambitious for all of our young people and encourage pathways into supported internships so that their transition into adulthood is successful.

Our curriculum is organised into flexible pathways offering courses from Entry 1–3 and Level 1. Learners may move through each course in a way that best meets their needs, skills and abilities. Some may work within two pathways to reflect their

'spikey' learning profiles. In each case we promote regular access to the community by:

- The use of public transport
- The use of shops and public services
- The use of cafes and restaurants
- The use of community sport and leisure facilities
- Visiting a variety of places both locally and further afield, such as parks, museums, libraries, banks, hairdressers, cinema, recycling centre, dentists and so on
- Accessing local colleges and schools and attending work experience placements.



"I like being Post 16
because I really enjoy
ICT and Art."

Post 16 Learner

TEACHING & LEARNING

The key focus of teaching and learning is how we make learning accessible, meaningful and engaging for the learners. We aim to develop problem solving and thinking skills to support independence.

Teaching is geared towards developing functional skills for adulthood and life outside school so each learner is able to acquire the skills to lead a fulfilling and substantially independent life. Different areas of the curriculum are taught by different staff to help learners build resilience and skills to adapt to different people in readiness for life after school. We recognise that for young people with autism every experience may provide a learning experience; we make this a focus for our teaching and learning.





“The school uses a total communication approach with each student having access to a range of strategies. These strategies are developed in a range of settings with students being encouraged to engage with staff, their peers and people in the community.”

Autism Accreditation
Peer Review

SCHOOL MEALS



Lunch is served twice weekly in the main dining hall with the school community; this maintains important social contact with peers of different ages. Our Post 16 learners take responsibility for menus and act as role models for the younger pupils. Twice a week the department plan, budget, shop and cook lunch themselves. Lunch is eaten off site at least once a week in local cafes or at college to gain experience of eating in different places. Social skills are a key area of learning during this time. We aim to encourage social relationships and foster a sense of enjoyment at sitting together with friends.

"I like wearing my own clothes in Post 16 and doing a lot of leadership skills."

Post 16 Learner

POSITIVE WELLBEING, BEHAVIOUR & REWARDS

Positive behaviour is important for effective learning and for contributing to the community. Post 16 work within a SCERTS framework underpins an approach to building skills in social communication and emotional regulation: vital components to adult life.

We use a merit system to motivate and help learners take responsibility and ownership for their learning. Rewards are individual and meaningful and are matched to interests, so providing motivation for achievement. Emphasis is on praising positive behaviours, attitudes and efforts. We aim to build and foster intrinsic motivation as part of life beyond school enabling learners to acknowledge and feel good about their accomplishments.

PARTNERSHIP

Partnership working is the essence of what we promote at The Grove Post 16. We do this through:

- Training for all staff to ensure they are up to date with adopting current thinking in their practice
- Giving families opportunities to meet with staff and professionals at times that are mutually convenient
- Ensuring families and learners understand and feel informed about what is happening at school and beyond so they are able to make informed decisions
- Including families at every stage of the planning and target-setting process
- Termly learner progress, meetings with families as well as an annual review meeting
- Where necessary, home visits to support families via our pastoral team
- Partnership work with local employers, supported internships and colleges

SAFEGUARDING

We take the safeguarding of all our learners and school community very seriously. Our Designated safeguarding Lead (DSL) leads our pastoral team, supporting our learners to recognise and understand how to keep themselves safe in adulthood. This is a key component of our PHSE curriculum and this is taught as part of the core content.



POST 16 OUTCOMES

In Post 16 we aim to have all pupils leave us on a pathway towards adulthood. We work with each individual learner and their family to decide which route is best for the individual. We aim to support their interests, strengths and aspirations. We provide as many experiences for our young people during their time with us so they are able to draw from these to make informed decisions about their future. These may include:

- A range of work experience
- Work related learning modules
- Careers interviews and careers support
- Employability days
- College taster days
- Travel training days

All learners are supported in their transition to adulthood plan with three meetings every year, plus an Annual Review; this is run in the style of a person-centred plan with the young person at its heart. A key focus is on adulthood and transitions into the world of work beyond compulsory

education. Input from the speech and language therapist, occupational therapist and other professionals is provided where needed. Where possible we include external agencies and offer training sessions to families about next steps.





"The Grove is a very good school, staff work hard, together with parents to improve our children's learning. The Grove is great place to be for my daughter."

Parent



POST 16 DESTINATIONS

Every Post 16 learner has their own destination pathway, examples include supported internships, college or work placements. We have strong relationships with external partners to support this process, some of these services include:

- The Autism Project (Care Trade)
- Steps into Work
- Mencap
- City and Islington College
- Westminster Kingsway College

SEARCH EDUCATION TRUST

The well-established values and ideals at the heart of our Trust provide a space within the wider education system where more schools can come to work together, to grow and to flourish.

We believe passionately in the power of 'stronger together'; of what can be achieved when schools collaborate, particularly within the context of a multi-academy trust. We can harness a source of energy and power when working together, to the advantage of each and every student; through shared values, mutual learning, and the provision of high quality services.

We take a 'by schools for schools' and a 'for the common good' approach when making Trust decisions that are set within a clear framework of values and goals; helping each school to express its individual ethos and identity, whilst also appreciating the importance of being in a Trust family benefitting from collaboration and shared learning experiences.

Learning from the experiences of every high performing trust we focus on continual school improvement, which is achieved through nurturing effective partnerships, school-to-school support, innovation in teaching, learning and the curriculum;

and providing excellent opportunities for staff development. All our Trust Services are directed toward helping our schools to give our young people the very best of all possible opportunities to learn, grow, flourish, and be successful – all within the context of strong school communities.

I am proud to be CEO of this Trust and I extend an invitation to all those who may be interested in what we do, to come and find out more about how we might be able to work well together.

We have built the capacity and space for everyone to thrive – our children, our staff and our schools and our communities. This is an exciting time to join our Trust, as an individual, or as a school, as we look towards the next stage of our growth and development – and as we all work together on our future.



Anthony Billings
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Chief Executive Officer
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