



# Post 16 Curriculum Policy

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## 1. Introduction

The Post 16 department at Peak School aims to meet the individual needs of the young people in the areas of personal, social, academic and vocational development. The aim is to prepare students for the adult world, and for working and living in the community.

The Post 16 curriculum offers progression from Key Stage 4 both academically and by promoting life skills and independence in preparation for adult life. Peak School views Post 16 as a transition phase in the continuing life and educational pathway for our students. The aims identified for students are achieved through a broad and balanced curriculum which involves vocational and academic educational opportunities, as well as developing independence and social skills. The aim is to prepare the students for adulthood. Pupils in post-16 access a wide range of person centred learning opportunities through a curriculum that promotes independence, pupil voice and the progression of key-skills developed in previous key stages.

At PEAK School our Post-16 our curriculum provides:

- Pupils with a structured and challenging learning programme that supports their development and progression in line with their individual plans and Beyond Peak portfolios. Tailored to the individual aspirations and needs of pupils, informed by pupil voice.
- A range of qualifications that stretch pupils and prepare them for education at the next level, for employment, independent or supported living, social care or intended destination.
- A continued focus on the development of functional skills in literacy, ICT, and maths that will allow pupils to work confidently, effectively, and independently in life.
- English, Maths, and IT coverage across Mountains and Peaks pathways.
- Work experience and work-related learning to give pupils the opportunity to develop their employability skills, independence, interests, and career choices.
- Other non-qualification activities to develop pupil's character, broader skills, attitudes, and confidence, and to support progression and life skills.

## 2. Curriculum and Study Programmes

Pupils in Post-16 follow a designated pathway informed by previous learning, intended destinations and pupil voice. The provision at Peak School is designed to give all pupils a range of learning opportunities that are personalised and allow them to build on previous learning and academic achievements, alongside developing their communication, personal and social skills, and vocational experiences enabling them to meet their agreed outcomes. This programme is further enhanced by enrichment activities which include a range of meaningful community visits, sport and culture trips and leisure options. Students have a planned programme of access to local college courses and

identified destinations. Pupils are able to choose *enhancement* topics such as Art, Music and Technology within their accredited study programmes.

Pupils work towards achieving a range of awards and qualifications in *Life and Living Skills*, which develops their independence skills in both the community and in the management of their own learning. Functional skills underpin the Post 16 learning offer. Pupils will follow accreditation in English and Maths at an appropriate level. Numeracy skills are developed through practical situations and experiences, including cooking and shopping. Communication skills are developed, with the use of communication aids where appropriate. Pupils have access to other accreditation opportunities in Post 16 such as Travel Training. For pupils with more complex needs there is a sensory and engagement approach to the curriculum which will help to develop communication and social skills. Post 16 keeps up to date with the changing government policies.

The Post 16 curriculum is organised into three principal areas consisting of: a core subject offer (English, Maths, and IT), Preparation for Adulthood and Enhancement. Pupils work towards accreditation in Life and Living Skills delivered through OCR, Travel Training, and functional skills accreditation delivered through Open Awards and supported by schemes of learning. The Preparation for Adulthood strand (employment, independent living, relationships and community and Good Health are embedded within the accreditation and wider curriculum offer. The enhancement curriculum enables students to access a broad range of learning opportunities and environments and provides opportunities to prepare pupils for their next stage of education, employment, or training.

Post 16 pupils increase the amount of time spent out of the classroom developing their life skills. The curriculum aims to challenge and stimulate the pupils and promote in them the skills and values that will enable them to lead fulfilling lives as adults. The curriculum provides opportunities for learning not only within the school but also within a range of areas and activities in the local and wider community. Pupils will learn to transfer their learning to real-life situations while at the same time broadening their experience and developing their self-confidence.

### **3. Assessment and Recording**

All pupils in post-16 have a preparation for adulthood plan that outlines their provision based on individual EHCP outcomes and intended destination. Progress across curriculum areas follows pathway specific assessment. Progression towards accredited outcomes is assessed using an OCR tracker and use of an achievement continuum. EHCP outcome progress is recorded using See-saw.

All Post 16 pupils follow the Beyond Peak careers education programme and the Gatsby profile for Post 16 pupils. Independent careers advice is provided by Ideas4Careers. We also ensure that we meet the Baker Clause requirements. Functional Skills accreditation is internally verified by designated school staff and then externally verified by the provider. Accreditation achieved by pupils is tracked throughout the department. All pupils develop a Beyond Peak portfolio showcasing

achievement and preparation for transition. OCR qualifications and work evidence are moderated externally.

EHCP outcomes are used to create an Individual Education Plan (IEP). These provide staff and pupils with short term, focused SMART targets which track the small steps of progress towards the outcomes documented in the EHCP. IEP's are ongoing working documents which are assessed throughout the day and formally reviewed termly.

In Post 16, we challenge our students to be the best that they can be. Our goal is to prepare all students for adulthood and their future pathways through a broad, balanced but flexible curriculum which takes account of students' needs and interests. Our curriculum is highly personalised for both the short and long-term outcomes of each individual and focuses on supporting students to become as independent as possible in all aspects of their lives. The Post 16 curriculum is based around the OCR Life and Living Skills qualification and the four 'Preparing for Adulthood' outcomes of 'Employment, Independent Living, Good Health and Community Inclusion', while students also access enhancement opportunities as well as PSHE, SMSC, Religious Education and RSE. Developing pupils' communication skills remains at the centre of the curriculum in our Post 16 class so we can give our pupils the skills to be able to communicate their feelings, emotions and preferences leading to development of self-advocacy and self-expression in adult life. All pupils at Post 16 have a Preparation for Adulthood plan that links to their EHCP outcomes and is evidenced in a pupils My Plan.

The post-16 curriculum offers the opportunity for all learners to develop values and attitudes alongside the development of skills and factual knowledge, so that all learners can:

- Show success in a variety of ways;
- Develop and maintain a positive self-esteem;
- Follow a healthy lifestyle;
- Be responsible, honest, caring and confident;
- Be a constructive member of society;
- Communicate effectively about themselves: articulate their own opinions and needs.

#### 4. Pathways at Post-16

Hills pupils will continue to access personalised learning centred on a young person's EHCP. Progression is evidenced through see-saw and progress against the pupil's EHCP, which is broken down into small steps. Hills pathway pupils will access the Beyond Peak Careers programme.

Peak pupils will access a tailored, holistic Life and Living Skills accreditation according to skills, interest and need. Opportunities will be provided for access to functional skills qualifications where relevant, supported by schemes of learning. Progression is evidenced through see-saw and books. Pupil progress is assessed using OCR trackers and individual trackers for discrete subjects taught. All Peak pathway pupils will follow the Beyond Peak Careers programme, develop a Beyond Peak portfolio and access work experience and work related learning opportunities.

Mountains pupils will access a tailored Life and Living Skills accreditation, Functional Skills accreditation and accreditation linked to interest and destination. Pupil progress is assessed using OCR trackers and individual trackers for discrete subjects taught. All Mountains pathway pupils will follow the Beyond Peak Careers programme, develop a Beyond Peak portfolio and access work experience and supported internships (where relevant).

## 5. Careers Education, Information and Guidance

At Peak School we believe that every pupil can fulfil their potential. Our *Beyond Peak* Careers provision is tailored to meet the differing needs and requirements of our pupils at relevant stages of their journey. The Peak Careers approach is informed by the Talento *Careers at Every Level* programme and builds upon key-skills and experiences from earlier key-stages.

We are fully committed to ensuring that all of our pupils acquire the skills, knowledge and attitudes to support learning and preparation for intended destinations. Our *Beyond Peak* programme is designed and structured to meet the eight Gatsby Benchmarks of good careers guidance.

At Peak School we are working strategically with a number of key education partners to support sustainable and meaningful links with our local community. We have successfully established links with a range of employers to support work placements and work-related learning opportunities. We have strong links with Further Education colleges, specialist training providers and a wide range of Disability Confident employers.

Our Careers programme aims to raise aspiration and develop our pupils' self-belief and independence skills. We are committed to developing our student's cultural capital, promoting British values, challenging stereotypes and removing or mitigating barriers that our pupils may encounter when planning for transition or careers pathways.

Our pupils access independent careers advice provided by a qualified Careers Adviser. Careers guidance supports identification of destination points, next steps and action plans for each pupil. All Post 16 pupils develop a Beyond Peak portfolio.

## 6. Work Related Learning

Pupils at Post 16 take part in internal and external experiences of work. Some pupils are given the opportunity to shadow school staff. External work experience involves working in places such as local cafes, charity shops, primary schools and community groups. This could be a supported or independent placement. As part of OCR qualifications, Post 16 also take part in careers related community visits.

## 7. Life Skills

Post 16 pupils are encouraged and supported to be as independent as possible. This includes taking responsibility for their own personal presentation, including clothes care and personal hygiene. They will handle money in practical situations and plan for, shop and prepare basic meals and snacks

within the timetabled curriculum offer and as part of an Enterprise project. They learn about their changing roles and responsibilities in society as they move into adulthood. Post 16 also use their life skills during break times, where they have the opportunity to access the kitchen area of the post 16 setting. The Post 16 offer is underpinned by a focus on developing pupils social and independence skills and equipping them with the life skills to cope with future adult opportunities. Pupils in Post 16 at Peak School will have the opportunity to:

- Shop for food and household items
- Complete accreditation linked to food hygiene and safety
- Use a kitchen
- Follow a recipe
- Cook and plan meals
- Develop road safety and travel training skills
- Develop budget skills
- Develop awareness and responsibility for personal hygiene

## 8. Personal Development

Post 16 provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society throughout a wide range of curriculum opportunities. Pupils also participate in a range of activities which focus on topics that enable them to understand and encompass British values.

## 9. RSE

Relationship and Sex Education (RSE) is an integral part of our work at Peak School to help pupils to be physically, socially, and emotionally healthy. We believe the effective teaching of RSE is important if young people are to make responsible and well informed decisions about their lives. The delivery of RSE reflects changes to the Keeping Children Safe in Education 2022 (KCSIE) policy in relation to sexual violence, harassment and child on child abuse.

Delivery of RSE will be carried out by Post 16 teaching staff who teach our Citizenship lessons that include RSHE, wider PSHE and Citizenship. Staff will be supported by external providers such as school nurses; either in the classroom and through the school assembly programme. Post 16 students will receive RSE and health education through the PSHE Association and So Safe programme. Many aspects of PSHE and Sex Education are respected as standalone subjects. In Post 16 these are taught primarily through PSHE Association scheme of learning and OCR Citizenship based units. The schemes of work are pre-planned in a linear way with content remaining age appropriate throughout.

## 10. Community Links

Links with the local community are encouraged. These include regular links with places which provide work experience placements. Pupils also get opportunities to engage with specific projects and provision such as the National Citizens Service and Department of Work and Pensions. Post 16 pupils access the local community to practice life skills, such as shopping. Post 16 pupils take part in the school's travel training program, and develop the skills to use public transport with independence. As part of the Post 16 department, Post 16 students take part in charitable events which are both local and national. The curriculum provides opportunities for pupils to experience a range of post-19 provisions. They will be able to access a choice of vocational contexts which may include: the school, wider community, recreation, college, and post-school placements including further education, training, and independent and supported living and employment.

## **11. Person Centred Reviews**

Pupils in Post 16 have a 'person centred review'. Students are encouraged to express their hopes for the future. An action plan is put into place to help enable the students to achieve their desired goals alongside personal careers guidance. This might include arranging appropriate work experience or liaising with other external agencies.

## **12. Pupil Voice**

At Peak School we are committed to ensuring that pupils feel they have a say in their education and have a confident understanding of the decisions that are made regarding the curriculum and the wider school. Pupil Voice forms an important part of this process and enables pupils to provide feedback on a range of areas. Our Pupil Voice activities take place across the academic. We use surveys and Microsoft forms to generate questionnaires and gather data along with an established School Council where areas for development are identified. Pupils are then encouraged to work towards developing the outcomes, recognising that the skills learnt through Pupil Voice are highly transferable. Pupil voice supports the development of life and work skills such as oracy and presentation techniques along with confidence, and our core Peak Values.

The outcomes of the meetings and surveys are fed back to staff and pupils in an assembly.

Pupil voice is also gathered at annual reviews, independent careers guidance sessions and the use of Future Skills Questionnaires.

## **13. Post 16 Bursaries**

The Educational Skill & Funding Agency (ESFA) dictates that the 16 to 19 Bursary Fund is a provision of financial support to help students overcome specific barriers to participation so they can remain in education. There are primarily 2 types of 16 to 19 bursaries:



- ‘Vulnerable’ bursary of up to £1,200 a year for young people in one of the defined vulnerable groups
- ‘Discretionary’ bursaries which institutions award to meet individual needs, for example, help with the cost of transport, meals, books and equipment. All Educational Institutions are responsible for managing both types of bursary. Students who want to apply for support from the bursary fund should make an application. Each educational institution can set its own eligibility criteria for the discretionary bursaries and the terms and conditions under which it is awarded. However, all criteria must be in line with the ESFA guidance on funding and show rigorous compliance at any audit.

## 14. Peak School Transition

Peak School’s Post-16 Transition process will provide the best possible preparation for our learners to participate, succeed and progress in their education and in their lives as they move into adulthood.

This will be achieved by:

- Providing independent and impartial Information Advice and Guidance, which considers all available opportunities for all learners and challenges low aspiration where it exists.
- Tailoring transition arrangements to meet the needs of individuals.
- Development of a vocational portfolio with a range of key-stakeholder involvement
- Supporting our pupils to develop an understanding of their strengths, abilities, personal qualities, needs, attitudes and values.
- Development of self through the *Beyond Peak* programme.

All pupils at Peak School will be provided with independent careers guidance to support them to make an informed choices for post 16 transition. Where a young person’s needs have been identified as requiring additional support to enable them to achieve their potential, colleges, training providers and social care settings will be involved in transition planning. This will enable the post-16 setting to prepare to meet the pupil’s needs and ensure a successful transition.

Pupil transition plans will form part of the Education and Health Care Plan (EHCP) review and should clearly outline the responsibilities of the specific agencies and professionals for each aspect of the young person’s development. The plan should build on the information gathered from key stakeholders and cover strengths and weaknesses, areas of need and support for transition to intended destination. If the pupil is to remain at Peak School this should be identified as part of the annual review and *Preparation for Adulthood* plan with an outline of the provision that the pupil will access post -16. If applying for another provision then information should be shared with the receiving setting. The current setting should agree with parents the information to be shared as part of this planning process. A record should be kept of the support provided and the pupil’s progress.

## 15. Destinations



Our pupils access a wide range of provisions post Peak-School. Peak School review pupil destination trends and link this to pathways and needs. Pupils' access:

- A range of social care settings including Day Centre provision
- Supported living opportunities
- Supported employment
- College and further education

Destination Data Destination data combined with parental and carer feedback has enabled us to develop informed and meaningful transition plans to support our pupils to transition successfully to their intended destination.

Alongside the Post 16 curriculum offer and Beyond Peak Careers programme we will:

- Support our pupils to develop a clear understanding of their strengths, abilities, personal qualities, needs and values.
- Support our pupils to make realistic and well informed decisions across key stages and transition points.
- Develop pupil employability skills and knowledge about the world of work.
- Develop collaborative partnerships with a range of destinations available to our pupils. These will include colleges, social care settings and employers.
- Ensure that parents and carers are well informed of both the curriculum aims and post Peak opportunities.

## 16. Appendix 1 –Post 16 Curriculum Offer

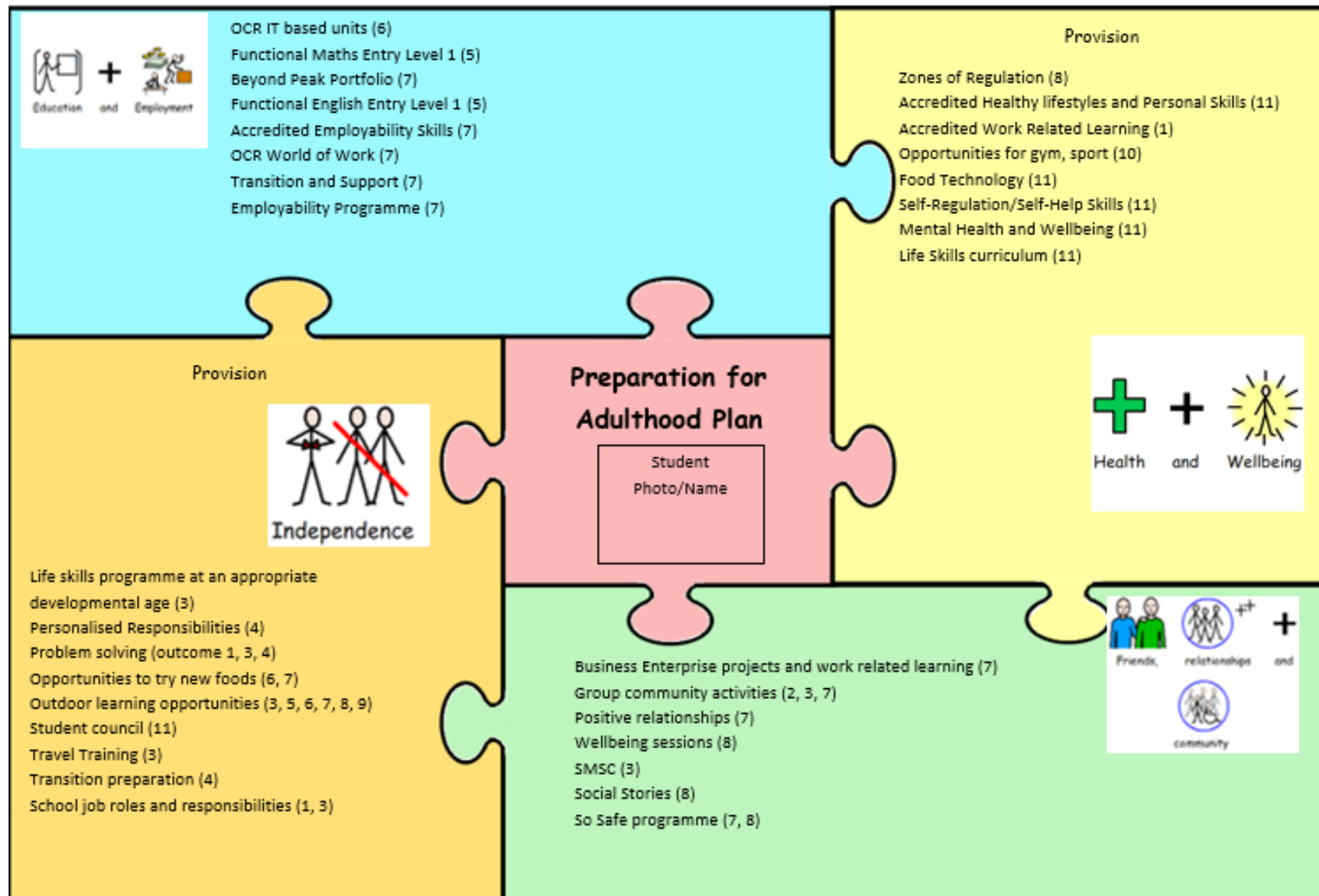
Post 16 Curriculum Offer		
	Accredited	Non Accredited
Literacy	Functional Skills EL1-3 OCR Communication Units EL1-2	Key Skills linked to IEP Jolly phonics
Numeracy	Functional Skills EL1-3 OCR Numeracy Units EL1-3	Key Skills linked to IEP Life Skills – using money, budgeting, planning a schedule Enterprise
RE	OCR Community based units EL1-3	Faith Walks Learning about main religions
PSHE/ Citizenship/RSE	OCR Citizenship based units EL1-3 Community work and volunteering (minimum 10 hours)	PSHE Association scheme of learning So-Safe Programme
Life Skills	OCR Home Management based units EL1-3 OCR Personal Skills EL1-3 Travel Training EL1-3 Food Hygiene Certification	Enterprise Beyond Peak Portfolios
Music	OCR Creative based units EL1-3	Derbyshire Music Association – Developing Talent Music Therapy
Art and Design	OCR Creative based units EL1-3	Peak Art scheme Art theme days
PE	OCR Community based units EL1-3 OCR Leisure based units EL1-3	Swimming and hydrotherapy
Careers/ Preparation for Work and FE	OCR World of Work based units EL1-3 OCR ICT based units EL1-3 OCR Community based units EL1-3	Talentino Careers at Every Level scheme External employability programme Work Experience and work-related learning Enterprise Individual careers guidance Beyond Peak portfolios Employer and Apprenticeship links to curriculum National Citizens Service Destination Taster Days

		Careers open day
Enhancement Options	Choose from unit and qualifications (example)	Animal Care IT E-Safety Art Individual Preference identified in Beyond Peak portfolios

Post 16
Peak Approach
<ul style="list-style-type: none"> <li>• Curriculum offers progression from Key Stage 4 both academically and by promoting life skills and independence in preparation for adult life.</li> <li>• The curriculum offer is broad and develops knowledge and skills which promote and enable interests, relationships, further, education and employment.</li> <li>• We are ambitious for all pupils and support the curriculum offer with a wide variety of professionals and stakeholder input.</li> <li>• All pupils have the opportunity to access work experience and work-related learning.</li> <li>• A Tailored environment to support the development of life skills and independent living skills.</li> </ul>
Peak Delivery
<ul style="list-style-type: none"> <li>• Opportunities to have outside visitors and speakers, especially around employability skills, employment and transition support and personal development.</li> <li>• The Post 16 curriculum builds upon previous skills and knowledge developed.</li> <li>• All assessment, qualifications and awards are relevant to pupil needs, interests, personal development and their future transition.</li> <li>• Pupils take on growing responsibilities within the school to support independence, self-esteem and confidence.</li> <li>• Maths, English and basic skills are evidenced throughout the curriculum.</li> <li>• All pupils access a good careers offer relevant to their needs and destination, evidenced in Beyond Peak portfolios.</li> <li>• All pupils have a personalised preparation for adulthood plan based on EHCP outcomes.</li> </ul>
Peak Impact
<ul style="list-style-type: none"> <li>• Post 16 pupils continue to demonstrate high attendance.</li> <li>• Pupils continue to develop educationally, socially and emotionally.</li> <li>• Pupils access a wide range of community links and work experience, thus developing an understanding of employability skills.</li> <li>• Pupil interests are explored in a safe environment.</li> <li>• Pupils gain a range of qualifications.</li> </ul>

- Pupils are prepared for the next stage of their education, employment or training.

## [17. Appendix 2 –Post 16 Preparation for Adulthood Plan](#)



[18. Appendix 3 –OCR Units of Study](#)

## OCR Units of Study

Pupils will achieve accreditation from OCR against the range of units outlined below. Evidence and progress against Entry 1 continuum and Entry 2 and 3 criteria will be monitored and analysed using the OCR tracker and through internal and external moderation.

<b>Communication based units</b>	<b>Community and Environment based units</b>	<b>ICT based units</b>	<b>World of Work based units</b>	<b>Home Management based units</b>	<b>Citizenship based units</b>	<b>Maths based units</b>
B2 Providing Personal information B3 Engaging in Early reading activities in a group situation B4 Interacting in a group situation B5, Engaging with the world around you B6 Encountering Experiences , being a part of things B8 Developing Reading Skills B9 Developing writing skills B10 presenting written information in different styles and formats ( E2) B11 understanding short texts and simple instructions B12 Asking questions ad making requests in	C1, responding to your local natural environment C3 using a community facility over a period of time C4 Responding to community facilities C5 Finding out about and using community facilities C6 Travel within the community, going places C7 Individual responsibilities in the community ( E2) C8 community action ( E2)	F2, Interacting Purposefully with ICT F6 Responding to ICT enabled equipment F4 Using creative software F5 Identifying and Using ICT F3 Obtaining information from an ICT based source F7 Using ICT to find information ( E2) F4 Using creative software or F8 Using ICT to change a creative composition ( E2)	M2, Developing Self Awareness M4 Using Interpersonal Skills to contribute to positive relationships N2 recognising work areas in the wider community N4 recognising centre staff and the jobs they do. N3 participating in a mini enterprise project N4 recognising centre staff and the jobs they do. N9 (E2) preparation for work N7 getting ready for starting work ( E2) N8 Introduction to health and safety at work N10 Rights and responsibilities at work ( E2)	D1 Planning and preparing a simple meal D2 Planning and preparing food for an event D3 Using shopping facilities D5 participating in carrying out household tasks D6 preparing drinks and snacks D8 Food safety and storage D9 recycling, managing waste D10 following a simple recipe ( E2) D12 shopping for daily living requirements (E2)	M3 taking part in daily routines M10 – understanding routine events( E2) M4 Using Interpersonal Skills to contribute to positive relationships M11 Understanding Interpersonal relationships ( E2) M5 Developing Independent Living Skills, having your say M6 Developing Independent Living Skills – staying safe M7 – dealing with problems or M14 Dealing with problems in daily life ( E2) M13 – Developing Self ( E2) M18 making the most of leisure time ( E2)	J1 Recognising time through regular events J2 Early Maths, measure J3 Early mathematics, developing numerical skills J4 Early mathematics, sequencing and sorting J5 Understanding what money is used for J6 Recognising and using whole numbers to 100 ( E2) J7 reading and recording time (E2) J8 collecting and presenting numerical information (E2) J9 Using coins and notes ( E2) J10 Estimating and measuring ( E2)

everyday situations ( E2) B13 providing personal information in writing B14 managing social relationships			N11 Developing Job search Skills ( E2)		M19 Managing own money ( E2) M20 working as part of a group ( E2)	
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## 19. Appendix 4 –Peak School and the Gatsby Benchmarks

Benchmark	Overview	Provision at Peak School
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.	The <i>Beyond Peak</i> Careers programme is taught across each key stage and pathway. As part of the career provision pupils create a Beyond Peak careers portfolio at key stage four and post-16 to support preparation for transition and destination. We prepare pupils for their intended destination through a progressive careers programme and pathway specific approaches. Talentino schemes of work are used to support the <i>Beyond Peak</i> programme alongside key-stage outcomes. Pupils’ access work related learning opportunities on site and within the local community. Guidance for our pupils is tailored to individual needs and pathways and we aim to ensure that pupils have high aspirations and that the guidance provided is impartial and leads to meaningful action plans for each individual. We support parents and carers understanding of the options available for each pupil at each transition point. A range of stakeholders contribute to the Careers Beyond Peak Programme including: pupils, parents, governors and employers. Relevant documentation is shared on the school website and with key stakeholders during the academic year. The use of Compass+ enables accurate recording of Careers activities and progress towards the Gatsby Benchmarks. Careers education is viewed as a priority by the leadership team and links with overall vision of the school to prepare pupils effectively for adulthood.



<p>2. Learning from career and labour market information</p>	<p>Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<p>The Careers programme and Beyond Peak portfolio outlines opportunities for pupils to record and reflect on careers related learning and experiences. All pupils have access to adapted support to enable them to access information about post-Peak options. Personalised career pathways support pupils to access meaningful information and experiences to inform future decisions. Pupils engage in Job Centre Plus <i>Support for Schools</i> and personalised programmes delivered by <i>Ideas for Careers</i>. LMI is regularly shared with key stakeholders and informs Careers lesson and development of Beyond Peak Portfolios. Pupil's access work experience and work-related learning and we have developed an effective and collaborative partnership with local employer <i>Tarmac</i>. SEND officers from relevant local authorities provide independent advice for pupils and parents. Parents receive support from these professionals throughout the academic year as part of the annual review process. We have an external Careers Adviser that supports parents and pupils to identify plans post Peak using LMI. Enterprise projects and collaboration with local employers support LMI in the curriculum alongside guest speakers. Parental engagement and up to date destination data is regularly reviewed with key stakeholders</p>
<p>3. Addressing the needs of each pupil</p>	<p>Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.</p>	<p>Every pupil develops a Beyond Peak portfolio as they transition to Post-16. This encompasses a personalised and tailored approach to Careers education designed to prepare pupils successfully for their next transition or destination. A Careers Adviser offers independent careers guidance, interviews and action plans; this is primarily used from Year 7-14. Information evenings and Open Days are scheduled as part of the calendar to signpost and inform families about options, support and next steps. Transition information is regularly sent to key stakeholders and shared on the school website and social media. Destination data informs trends and necessary adaptation to provision in order to support pupils to successfully transition Post-Peak. Records of curriculum input, Careers guidance, and employer engagement and pupil voice are documented in each pupils' Beyond Peak Portfolio. Stereotypes and barriers to transition and employment are addressed through the Careers Programme, SMSC and via a range of speakers and meaningful experiences for our pupils.</p>

<p>4. Linking curriculum learning to careers</p>	<p>All teachers should link curriculum learning with careers.</p>	<p>Curriculum learning is linked to Careers and the development of independence, functional and employability skills. Long term goals are referenced as part of pathway progression and linked to accreditation at Post-16. Careers maps are linked to each theme area to support curriculum planning across pathways. All subject areas provide link to Careers planning. The use of Beyond Peak portfolios enables pupils to document Careers learning within the curriculum. Tailored programmes, access to relevant qualifications and PSHE topics focusing on personal and social development provide opportunities for pupils to create a personal profile and link this to choices for their future. Accreditation at Post 16 is linked to individual career plans and intended destinations.</p>
<p>5. Encounters with employers and employees</p>	<p>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>	<p>The Beyond Peak programme plans for pupils to have access to a range of employers throughout each year group. Pupils at Key-Stage 4 and 5 access a range of work-related learning visits and have options for work experience with employers in the local area. Pupils also participate in Enterprise projects. Employer encounters are documented within the range of enrichment activities including visiting speakers, mentoring and enterprise schemes, Beyond Peak Portfolio and support action plans for successful transition from our setting. Pupils also have opportunities to develop their understanding of employment through designated careers days and events.</p>

6. Experiences of workplaces	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	A work related learning programme is overseen by the Careers Leader. All pupils have the opportunity to access work places through community visits, work experience placements and Open Days. Post 16 pupils have opportunities for internal and external work related learning experiences and enterprise activities. An established Employer Engagement database supports access to a range of workplace with experiences documented within the Beyond Peak portfolio. Pupils have options to complete a range of work experience with local employers with roles closely linked to LMI. We have a designated Enterprise Adviser who supports with establishing employer links in the local and wider community. Employer links are tracked using Compass +.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, and in the workplace.	Pupils are offered local college taster opportunities to support their understanding of what Post-Peak settings can provide. We have links with local colleges and adult service providers. Pupils are supported to attend open days and transition events identified through Beyond Peak portfolios and parental feedback. Local Education providers are also invited to school to attend events and open days. Information to support transition and learning routes are provided for key-stakeholders and are regularly updated and shared.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.	Independent careers advice is provided across the school by a qualified Careers Adviser. The Beyond Peak portfolio documents a range of personal Careers input for each pupil and supports identification of destination points, next steps and an action plan. At Post 16 pupils complete relevant accredited courses linked to their portfolio and destination plans. Pupils take part in a range of employability workshops and Careers focused days to develop necessary skills for transition. Portfolio evidence is used as part of annual reviews and transition meetings. We recognise the value of personal guidance for all pupils in the impact that it can have on personal effectiveness (self-awareness and self-esteem), transition readiness and improved educational outcomes. Pupils are prepared for these sessions prior and supported to develop an action plan based on feedback.