



Waterloo Lodge  
School

**Outcomes  
First  
Group.**

**OptionsAutism**

# **Curriculum Policy**

**Waterloo Lodge School**

**Updated 1 September 2024**

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## 1. Rationale

Waterloo Lodge School caters for pupils who have been diagnosed with a range of complex special educational needs which has affected their ability to be successful in previous settings. The intent of our curriculum is to offer a nurturing learning environment that provides social and emotional support alongside a targeted curriculum.

We have high aspirations for our pupils and use our curriculum to respond to the children's evolving needs and remove their barriers to learning, so that they are able to realise their potential. Our safe and supporting environment allows our children to make progress beyond previous expectations. We enable this by building strong relationships with pupils and striving to ensure they can reach their potential.

We want our pupils to succeed and leave Waterloo Lodge School with the skills and knowledge needed to have a positive impact on their lives and their community. To this end we focus on developing social skills, supporting them to develop strong literacy and numeracy skills, develop their creativity and curiosity about the world and its history, instil values to equip them for life in modern Britain whilst promoting their health and wellbeing. When designing our curriculum, the following points were key factors in its design

1. Many of our pupils have missed significant amounts of their education and may well have missed important curriculum elements.
2. Our pupils often need to be grouped with reference to their needs, rather than on their chronological age.

For both these reasons we may need to select elements of the curriculum from more than one year's plan, and to find a 'best fit' for each student and for the group.

## 2. Legislation

This policy is designed to ensure that the school complies with, and exceeds, the expectations of all relevant legislation. We commit to meeting and surpassing the principles set out in The Education (Independent School Standards) (England) Regulations 2019, with regards to:

### Curriculum:

- (a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996(1)), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- (b) that pupils acquire speaking, listening, literacy and numeracy skills to the standard expected of pupils nationally.
- (c) where the principal language of instruction is a language other than English, lessons in written and spoken English so that pupils achieve the fluency of pupils nationally in speaking, reading and writing English.
- (d) where a pupil has an Education, Health and Care Plan, education which fulfils its requirements.
- (e) personal, social, health and economic education which –
  - i) reflects the school's aim and ethos
  - ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- (f) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that: i) is presented in an impartial manner; ii) enables them to make informed choices about a broad range of career options; iii) helps to encourage them to fulfil their potential.

- (g) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.
- (g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs.
- (h) that all pupils learn and make progress at the rate expected of pupils nationally.
- (i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society

## Teaching:

- (a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught.
- (b) fosters in pupil self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves.
- (c) involves well planned lessons and effective teaching methods, activities and management of class time.
- (d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons.
- (e) demonstrates good knowledge and understanding of the subject matter being taught.
- (f) utilises effectively classroom resources of a good quality, quantity and range.
- (g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and that pupils make good progress because teaching is planned using information from those assessments.
- (h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.
- (i) does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- (j) does not discriminate against pupil's contrary to Part 6 of the Equality Act 2010.

We also commit to meeting and exceeding the expectations set, with regards to the Spiritual, Moral, Social and Cultural development of our pupils. We will actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will ensure that principles are promoted which:

- (a) enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- (b) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- (c) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.
- (d) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.
- (e) lead to further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.
- (f) encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- (g) encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We will preclude the promotion of partisan political views in the teaching of any subject in the school and take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils are offered a balanced presentation of opposing views —

- while they are in attendance at the school.
- while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school.
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere

### 3. Our Curriculum Policy Statement

Waterloo Lodge School strives to provide a caring, structured learning environment in which all pupils can develop academically, socially, emotionally and morally to their full potential and in which pupils and staff feel safe, secure and valued.

All pupils, without regard to age, aptitude, attainment level, ability or social circumstances, are entitled to an education of the highest quality. Education is of value for its own sake, and we seek to encourage all pupils to learn at school, outside school and beyond school age.

We are committed to delivering a personalised curriculum, the derivation of which is based on thorough assessment of a pupil's needs and preferences alongside their strengths and areas for development; pupils are provided with appropriate and challenging pathways.

We offer an environment where teachers can deliver an exciting and innovative curriculum and ensure the application and use of emerging technologies is paramount; we have consistently high expectations of all pupils.

All pupils attending Waterloo Lodge School have learning needs that have proven too challenging to have been successfully addressed within a mainstream setting.

Pupils enrolling at Waterloo Lodge School will typically have had a disrupted educational history, which will have resulted in their needs not being met.

- Been excluded from one or more schools.
- Had a long period away from school at some time.
- Received 1-1 support either at home or in a unit, probably on a part-time basis.
- Low self-esteem and self-confidence in relation to their ability to succeed academically and control their own behaviour.
- Have gaps in their learning and a history of their needs not being met.

### 4. Curriculum Aims

At Waterloo Lodge School our aim is to develop a coherent curriculum that builds on the pupil's experiences and help them to become successful learners, confident individuals and responsible citizens. The curriculum is matched to a pupil's individual abilities and aptitudes, increasing self-esteem and personal development. The school, therefore, aims to provide a curriculum that will inspire and challenge all learners and prepare them for the future.

To this end, the school supports and endorses the principles of providing pupils with a broad, balanced, relevant and differentiated curriculum. Hence, the school seeks to:

- satisfy the requirements of legislation relating to the National Curriculum and religious education (RE), ensuring that sufficient time is allowed for all aspects of the curriculum and the development of essential skills especially literacy, numeracy and the use of information and communications technology (ICT).
- Provide for individual needs, whilst limiting disapplication from the National Curriculum to an absolute minimum.
- Achieve high standards and make good/excellent progress.
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- Be challenged and stretched to achieve their potential.
- Provide access, at an appropriate level, to a curriculum that takes account of developments in provision for 14–19-year-olds.
- To prepare all pupils for a successful adult and working life in a 21st century global society.
- Provide a combination of academic and vocational options, catering for individual pupil needs and desired pathways.
- Provide enrichment activities that broaden a pupil's experiences whilst at school. It is our ambition to encourage our young people to develop into responsible citizens with moral purpose and values that help sustain their everyday lives.
- Help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- Help pupils understand the world in which they live.
- Show commitment to all pupils as we believe that each individual matter and should be provided for.
- value their learning outside of the curriculum.
- relate to the taught curriculum.

This focus on meeting individual needs is set in a context of each pupil's entitlement to a broad, balanced, relevant and differentiated curriculum and his/her desire to follow a course similar to those of their peers in mainstream school. Thus, whilst providing common curriculum opportunities for all, the school curriculum provides enough flexibility to meet the very differing needs of our pupils. Therefore, pupils benefit from personalised teaching/learning or individual curriculum timetables, which help to engage the learner and to recognize the value and importance of education in their lives.

## 5. Curriculum Outcomes

Our school's curriculum will:

- fulfil all statutory, framework and the National Curriculum requirements
- lead to qualifications that are useful for both employers and higher education
- enable pupils to fulfil their potential
- meet the needs of pupils of all abilities
- provide equal access for all pupils to a full range of learning experiences beyond statutory guidelines
- prepare pupils to make informed and appropriate choices at points of transition
- help pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills

- include a range of vital characteristics- breadth, balance, relevance, differentiation, progression, continuity and coherence
- ensure continuity and progression within the school and between phases of education, increasing pupils' choice during their school career
- foster teaching styles which offer and encourage a variety of relevant learning opportunities
- help pupils to use language and number effectively
- help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life
- help pupils understand the world in which they live
- meet the social, emotional and mental health needs of our pupils
- incorporate a strong curriculum for key stage 3 which focuses and builds, on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all pupils
- incorporate a key stage 4 curriculum which meets the needs of pupils, parents and wider society
- offers a post-16 curriculum which is not constricted by the curriculum of the school alone but incorporates other Alternative Provisions/colleges which may be in partnership with the school

## 6. SMSC within the curriculum (see SMSC Policy)

Development in SMSC will take place across all curriculum areas but also during form time, within activities that encourage pupils to recognise the spiritual and cultural dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

*Class discussions will give pupils opportunities to:*

- Talk about personal experiences and feelings.
- Express and clarify their own thoughts and beliefs, even about difficult events.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc. (for comprehensive list see attached sheet).

*Many curriculum areas provide opportunities to:*

- Listen and talk to each other
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different
- Agree and disagree
- Take turns and share equipment
- Work co-operatively and collaboratively

**Links with the wider community:**

- The school seeks to develop strong links with the wider community.

- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

### **Monitoring and Evaluation:**

*Provision for SMSC will be monitored and reviewed on a regular basis. This will be achieved by:*

- Monitoring of lesson plans and teaching and learning, by the SLT
- Regular discussion at staff meetings
- Audit of policies and Schemes of Work by the SLT
- Sharing of classroom work and practice.
- Collation of evidence in pupil's work in school portfolio.
- Regular inclusion on the school SIP.

PSHE is central to the development of the pupils in our school. Our planned programme is designed to support pupils with the difficult moral, social, health and economic-related issues that arise in their lives and in society. It also helps pupils to develop the knowledge, skills and understanding they need to live confident, productive, independent and healthy lives as individuals, parents, workers and members of society.

## **7. RSHE within the curriculum (See RSHE Subject Policy).**

The provision of a comprehensive RSHE program is central to achieving our school's own aims, objectives and mission statement. RSHE provides learning that makes an essential contribution to:

- Reducing or removing barriers to learning by providing an education that promotes positive relationships and supports pupils in reaching their full potential
- Developing key concepts, language skills, strategies and understanding to enable pupils to make positive lifestyle choices now and in their future
- Developing the key concepts and skills that both support and transcend academic learning and are essential to employability, within a rapidly changing global economy.

The values and ethos of the school will n be made explicit in RSHE program, and they will at times be shaped by what happens in RSHE. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our pupils. The RSHE programme is embedded within other efforts to ensure pupils have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

The school provides opportunities for pupils to make real decisions about their lives, to take part in activities that simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

### **Equal Opportunities:**

We promote the needs and interest of all pupils irrespective of gender, culture, ability or aptitude. Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the pupils to ensure that all can access the full PSHE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all.

### **Key principles that underpin our RSHE provision:**

Document Type: Policy

Last Review Date: September 2024

Next Review Date: September 2025



We recognise that our pupils bring with them prior learning and real-life experiences. Our lessons respect this fact and build on these, providing a programme that reflects the universal and unique needs of our pupils.

Our RSHE programme is taught within a safe and supportive learning environment where our pupils can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.

The RSHE programme is just one part of what the school does to help pupils develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the RSHE education programme supports and is supported by other curriculum areas; cross-curricular learning opportunities; the schools commitment to providing a 'healthy school's' climate and culture; and the pastoral system. The school is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of pupils is the responsibility of all staff supported in partnership with families and the wider community.

### **Individual Pupils Educational Needs:**

As far as is appropriate, all pupils follow the same RSHE programme. Careful consideration is given concerning the level of differentiation needed and in some cases the content or delivery will be adapted. Learning Support Workers work with individual pupils, where required, sometimes on a one-to-one basis. It is the school's policy not to withdraw pupils from RSHE to catch up on other National Curriculum subjects, as we believe that these aspects of personal and social development are of equal importance to and underpin academic achievement.

### **Monitoring and Evaluation:**

The RSHE teacher will monitor the planning, teaching and learning of RSHE regularly. Planning will be monitored termly, and observations of teaching will take place in accordance with the school's monitoring cycle. Feedback will be given to teachers. The scheme of work and policy will also be reviewed according to the review cycle.

### **Confidentiality:**

Due to the nature of the topics covered in the RSHE programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

### **Assessment, Recording and Reporting:**

As with any learning, the assessment of pupils' personal, social and emotional development is important. It provides information, which indicates pupils' progress and achievement and informs the development of the programme. Pupils can undertake a formal qualification in this subject in addition to having the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupil self-awareness and self-esteem.

### **Political Education and British Values**

Political issues are introduced in a number of courses and are presented in a balanced manner. Waterloo Lodge School promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These values are officially taught through the Religious Education and Personal Social and Health Education curriculum, the extended opportunities in topic

days and are part of all teaching and learning through the school's ethos and promotion of spiritual, moral, social and cultural (SMSC) understanding.

## 8. Roles and responsibilities

### Outcomes First Group will ensure that:

- It considers the advice of the Head Teacher when approving this curriculum policy and when setting statutory and non-statutory targets.
- Progress towards annual statutory targets is monitored.
- It contributes to decision making about the curriculum.

### The Head Teacher will ensure that:

- They have an oversight of curriculum structure and delivery within the school.
- Detailed and up-to-date schemes of learning are in place for the delivery of courses.
- Schemes of learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with teachers on a regular basis and that actions are taken where necessary to improve these.

### Teaching staff will ensure that:

- Long term planning is in place for all courses. Schemes of work are designed using the school proforma and will contain curriculum detail on context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- Schemes of work encourage progression at least in line with national standards.
- There is consistency in terms of curriculum delivery. Schemes of work are in place and used by all staff delivering a particular course.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our pupils.
- Where necessary an appropriate combination of qualifications or alternative qualifications is offered which best suit the needs of learners.
- Assessment is appropriate to the course and the pupils following particular courses. There should be consistency of approach towards assessment.
- Pupil performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- They engage with appropriate CPD with regard to curriculum planning and delivery within their area of responsibility.
- Ensure that the school curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each pupil to inform the design of the curriculum in order that it best meets the needs of each cohort of pupils.

- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working in conjunction with colleagues, to develop their skills in understanding of the learning needs of their pupils and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.
- Actively support pupils in their progress through the new curriculum.
- Deploy LSA's in order to best meet the needs of all pupils and ensure they receive high quality support and are actively involved in the learning process.
- Ensure LSAs are actively involved in curriculum planning and delivery of schemes of work
- Ensure that LSA's have access to planning and assessment information, so they are fully able to support pupils, under the direction of the Teacher.

#### **Pupils will:**

- Be treated as partners in their learning, contributing to the design of the curriculum.
- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- receive coordinated support to enable them to make the appropriate curriculum choices

#### **Parents and Carers will:**

- Be consulted about their children's learning and in planning their future education.
- Be confident that their child is receiving a high-quality education that is designed to meet their learning needs, and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it.

## **9. Monitoring, evaluation and review**

Outcomes First Group will receive an annual report from the Head on:

- The standards reached in each subject compared with appropriate benchmarks.
- The standards achieved at the end of each key stage taking into account any important variations between groups of pupils, subjects, courses and trends over time, compared with appropriate benchmarks.
- The number of pupils for whom the curriculum was modified and the alternative arrangements which were made.

## **10. Curriculum Offer**

The curriculum delivered at Waterloo Lodge School is broadly in line with the National Curriculum. We fully utilise our resources to ensure equal access and the highest level of provision for all of our pupils. Our staff are experienced in helping our young people with a range of Special Educational needs.

Waterloo Lodge School has a range of specialist facilities that help ensure our young people's futures can be fully developed. Pupils can access a full range of experiences from traditional classroom environments with a fully fitted Science room, an immersive room, and a Food Technology room. We also have an art studio, library, a fully equipped sensory room and therapeutic intervention room. Externally we have extensive fields and areas dedicated to horticulture which include an allotment and polytunnel. Our ICT facilities include interactive boards to all our teaching rooms and an entire wireless computer network to help support our young people's interactive learning.

The curriculum areas currently on offer are English, Maths, Science, Humanities (History, Geography) RE, Food Technology, PE, RSHE, Art & Design and Life and Living Skills and Horticulture. Subjects are taught through a range of models. These include a static model class for our Primary and Explorer provision, traditional Key Stage 3 and 4 teaching and an extended education offer for pupils at post-sixteen. At Key Stage 4 and post sixteen, we include opportunities to follow vocational courses with local training providers and FE colleges.

We offer a range of examination accreditations and vocational accreditation. These include Entry Level awards, GCSEs, City and Guilds qualifications, NCFE, Open Awards, BTEC qualifications and Functional Skills. Vocational qualifications are delivered through our external providers and are pertinent to each pupil's career pathway. We do not limit exam entries to the ends of Key Stages. We encourage our pupils to celebrate their learning by gaining accreditation for it as soon as they are able.

Our unique and flexible curriculum allows our pupils the same range of accreditation that their peers in mainstream can access as well as the option to work at their own pace in small classes of no more than six pupils. There are always two adults in all classrooms.

Pupils at Waterloo Lodge School have an entitlement to high quality teaching and learning to enable them to realise their full academic potential. An excellent standard of education is central to our ethos. Continued improvement is very important with lesson observations, learning walks and sharing good practice being part of our culture and ethos. Staff are accountable for the quality of learning within the classroom.

As part of the Performance Management Cycle all teaching staff undergo formal lesson observations. Waterloo Lodge School has some excellent teaching, and a process of continual improvement will only strengthen this. Learning Support Assistants have a vital part in lessons and must be aware of the lesson focus and objectives. Teaching is a team effort, and this will be reflected in any observation.

In keeping with the Government's 14-19 reforms, during Key Stage 4, all pupils have access to the National Curriculum and are offered the opportunity to take part in courses of study leading to examination entry at a range of levels. These courses include 'Foundation Learning' qualifications; a range of GCSEs including core subjects and a variety of college courses (see appendix). Pupils can spend one or two days per week accessing college, work-related learning or vocational courses at a range of off-site facilities (see work related policy). Placements are sourced to meet the needs and wishes of individuals or groups of pupils and are supported by our Vocational Coordinator. Whilst all pupils have the opportunity to follow a personalised course including GCSE, vocational studies, access careers/work placements and work experience, the core GCSE courses/subjects are always provided or made available.

While some pupils have access to college courses, there is the option for some pupils to take part in more vocationally based courses offering a wider range of experiences. The extent to which individual pupils access this pathway depends upon their particular needs and is balanced against their own wishes to access a wider range of work, education and social experiences to better prepare them for the transition to life beyond school.

These issues are discussed with pupils and their parents/carers during the EHCP review and transition from Year 9 to Year 10, (Key Stage 3 to 4) Pupils are informed and engage in the planning of their personalised curriculum, via option/careers workshops, interviews with career advisors from their local Careers Advice Service or the OFG

Careers Hub, Independent Advice and Guidance interviews. The school has a strong pastoral system to support pupils of every year. We closely monitor attendance, working with Local Authorities to ensure pupil's attendance is highly prioritised. Our own IAG Coordinator ensures that all our pupils can access a high quality of individual support when appropriate.

There is a particular emphasis, within both Key Stages, on ensuring the development/acquisition of skills in speaking and listening, literacy and numeracy. This is supported by Literacy/Reading interventions through a programme of 1:1 session. Functional Skills in Literacy and Numeracy is considered an entitlement; taught in conjunction with GCSE Maths and English throughout their School journey. For pupils identified with numeracy and literacy difficulties, specialist teaching is available in addition to the support provided in the classroom. All pupils have a Pupil Passport constructed that maps out their individual learning needs, levels and targeted strategies for intervention. Therefore, these provide classroom strategies and curricular targets, which may range from identifying ways in which a pupil can be helped within lessons to the provision of a 1:1 Literacy programme. Such provisions will focus on specific areas of difficulty, identifying appropriate strategies for intervention, and describe assessment methods and time scales for evaluation (see SEN policy).

## 11. 14-19 Curriculum

Within Key Stage 3, 4 and 5 pupils (dependent on need) have the opportunity to build upon their knowledge and understanding of a variety of trades and industries. A range of vocational courses can be sourced which include Hair & Beauty, Motor Vehicle Maintenance, Equestrian, construction and fishing. Work experience placements are offered to suitable pupils. The courses and work experience placements link into their career plans and college pathways. They are all underpinned by the values of independent learning and skills for life.

Pupil preferences for alternative courses are the key to success; they are offered as choices and delivered via alternative education providers when necessary. Pupils can build independent skills and the confidence to adapt to new environments. This exposes pupils to new challenges and allows for an extensive off-site curriculum.

The courses offer several strands of progression with viable, recognised pathways. Pupils are challenged according to ability and not their age. They begin at the Entry Level and extend to Level 2 to accommodate the range of abilities and available time of the pupils. WLS staff attend and participate in the courses to model the importance of a good work ethic and life skills. All contain Health and Safety units which must be adhered to on off-site premises. They are delivered by qualified, skilled people in appropriate settings, which are suitably equipped, and quality assured by the school on an annual basis.

Work experience placements are offered to all suitable pupils. They can be extended past the 10-day standard in circumstances where the pupil's progress is a significant boost to their career pathway.

### Post -16 School Leavers

Waterloo Lodge School coordinates a sophisticated transition plan to ensure that all pupils have positive destinations in training, employment or further education. This is steered by the role of the IAG Coordinator.

Pupils how are transitioning to college will visit suitable colleges in their local area and meet with their assisted learning departments, as well as exploring the college environment. The number of visits is determined by the needs of the individual pupils and subject to change. The after-school support system is effective and extensive by necessity; pupils enjoy a level of support in school that cannot be replaced in college settings. Second choices and changes of direction are supported with the objective of reducing the number of leavers who are not in education, employment or training. Post-16 pupils sometimes require extra support to succeed in their transition

and this is maintained by regular contact between college and parents/carers. For pupils who have chosen apprenticeship, traineeships or employment similar contact, planning, support and transitions are made. Advocacy and mediation are offered to ex-pupils, their colleges, employers and training providers; this is a long-term commitment to WLS pupils.

The post-16 provision is designed to blend academic improvement with further consolidation of skills for life. Timetables are divided between classroom lessons and days on accredited vocational courses. Pupils have more responsibilities and develop their independence both socially and academically. This stage is closely focused on building self-confidence and the skills to thrive in training, further education and employment. Each timetable is tailored for the specific needs of the young person and builds on their existing strengths.

### Career Guidance

Pupil choice is a significant feature of the WLS careers programme and listening to the pupils informs the direction we take. The process begins in Year 7 with pupils recording and reporting their ambitions to staff and the 14-19 Coordinator. Attention to pupil ambitions is maintained throughout Key Stage 4 and Key Stage 5 to improve their successes.

Vocational courses can be offered which encourage pupils to make informed choices or to pursue alternatives. Concurrent with courses is an organised process and dialogue that aims support and guidance where it is needed. We are responsive to overall ambitions and underpin them with an established vocational approach that broadens horizons. It can impress upon pupils how suitable they are to their chosen sector.

They practice CV writing, interview techniques and application letters as part of the school's Life and Living Skills programme.

### APPENDIX: 14-19 Provision and Accreditation

Course	Delivered by (where this is not the school)	Title and level of accreditation	Awarding body
Construction	PVC	Construction Level 1 and 2	NCFE
Mechanics	Fixit	Motor vehicle Level 1 and 2	NCFE
Angling	NWAA	Entry level 3 and Level 1	Angling skills and Angling environment
GCSE		Art and Design, Fine Art, Textiles English, Biology, Chemistry, Physics, Food Preparation and Nutrition, Maths, History, Geography and RE	AQA/Pearson/WJEC
BTEC		Personal Growth and Well-Being Level E3, level 1 and 2	Edexcel

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Functional Skills		English, Maths, Level 1 & Level 2, Entry 1-3	Edexcel
Life and Living Skills		Entry 1-3	OCR
Entry Level Certificate		Science, Geography, History	AQA.OCR

We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world.

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# OptionsAutism



Document Type: Policy

Last Review Date: September 2023

Next Review Date: September 2024

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