

Maplewell Hall School

Post 16 Information Booklet



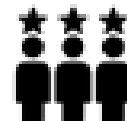
Nurturing



Academic



Vocational



Aspirational

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Welcome from the Lead of Post 16

Welcome to Maplewell P16. As the lead of our Post-16 programme, I am thrilled to welcome everyone to what promises to be a transformative year.

Our program is designed to provide you with the skills, knowledge, and experiences necessary to succeed in your future endeavours, whether that be further education, apprenticeships, or entering the world of work.

At Maplewell P16, we are committed to fostering an environment where every young person can thrive. Our dedicated team of teachers and support staff are here to guide you through this next stage of your education, offering personalised support and a diverse range of learning environments and opportunities. We encourage you to take full advantage of all that our programme has to offer. Participate in extracurricular activities, work placements, and engage with your peers and staff, both in and out of P16.

Your success is our priority, and we are here to help you achieve your goals.

Let's make this year exceptional together. I look forward to seeing all that you can and will accomplish.



Jacqui Tarry
Lead of Post 16

Why choose Maplewell Post 16?

The curriculum at Post 16 in Maplewell Hall School is broad and balanced with a strong emphasis on practical and functional activities, incorporating skills for life, with college and work-related learning. At KS5, the curriculum continues to follow the National Curriculum, and builds on the skills, knowledge and qualifications the students have already acquired during KS4.

The intention of all aspects of the Maplewell Post 16 curriculum is to prepare students for adult life by developing the skills, knowledge and understanding they need to choose, set and achieve their personal goals, and to live their lives to their full potential. These goals may include academic aspirations; employment opportunities; vocational or career plans; hopes for independent living and choices of rewarding leisure activities, underpinned by the ability to form strong social and personal relationships.

The aim of the Post 16 provision is to:

- Meet Special Educational Needs;
- Provide an inclusive, supportive and aspirational learning environment;
- Offer relevant and useful qualifications, courses and learning experiences;
- Prepare with transition to next steps.

With intended outcomes of students who are:

- Prepared for employability and/or further work-related learning;
- Ready to transition to local colleges or further academic study;
- Increasingly independent;
- Prepared for the challenges of adult life.

Entry requirements

Admission to Maplewell P16 will normally be by way of an Education, Health and Care Plan, following a transitional annual review.

Parents/Carers may make representations for a placement at Maplewell P16 during the transfer process of an EHCP. The local authority responsible for making the EHCP retains responsibility for deciding whether to name the special school in the EHCP, based on the individual needs of the child and any representations made by parents.

A local authority is required to consult with Maplewell P16 before naming it in a young person's EHCP. Once the provision is named in a young person's EHCP, Maplewell P16 is under a statutory duty to admit the young person.

Timings of the Day

Monday to Thursday

Activity	Time	
Breakfast club	08:20	08:30
Morning registration	08:30	08:40
P1	08:40	09:30
P2	09:30	10:20
Reading	10:20	10:50
Break	10:50	11:05
P3	11:05	11:55
P4	11:55	12:45
Lunch	12:45	13:15
Lesson 5	13:15	14:05
Afternoon registration	14:05	14:20
Enrichment	14:20	15:05
Transport:	15:05	15:15

Friday

Activity	Time	
Breakfast club	08:20	08:30
Morning registration	08:30	08:40
P1	08:40	09:30
P2	09:30	10:20
Reading	10:20	10:50
Break	10:50	11:05
P3	11:05	11:55
P4	11:55	12:45
Lunch	12:45	13:15
Afternoon registration	13:15	13:30
Enrichment	13:30	14:05
Transport:	14:05	14:15

The Curriculum

Our curriculum offers two Pathways to meet the needs and aspirations of all our students:

Main Pathway

The Main Pathway offers a rolling one year programme of study for students wishing to move on to further study or employment. Students joining the main pathway will likely be increasingly independent and will have gained a GCSE or Entry Level 3 qualification in English and Maths. Students can stay on this pathway for one, two or three years, until they are prepared for their transition.

To support next steps and to ensure the curriculum offered is broad and balanced, the offer of study includes:

- GCSE English Language
- GCSE Maths
- ASDAN Independent Living
- Vocational options including D of E, ICT and Home Cooking.

Learning for Life Pathway

The Learning for Life Pathway is a three-year programme of study for students wishing to move on from Maplewell to work or further study after the end of their statutory education at 19. Students joining the LfL Pathway at P16 most likely will progress from the same Pathway at KS3 and 4, and will benefit from the same smaller class sizes and a slower pace of learning. Most Learning for Life students will already have attempted or gained an Entry Level 1 or 2 qualification in English or Maths.

The focus in the LfL Pathway is first and foremost on preparing for adulthood by building independence, and functional literacy and numeracy. At the heart of the curriculum is the ASDAN Independent Living qualification, personalised to the needs, abilities and intended outcomes of our students through careful selection of units.

To support next steps and to ensure the curriculum offered is broad and balanced, the offer of study includes:

- ASDAN English
 - AQA Entry Level Maths
 - ASDAN Independent Living
 - Home Cooking
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Post 16 Curriculum Overview

Mandatory Subjects		
Subject title	Qualification Type	Lessons per week
English language GCSE ASDAN English*	100% exam 100% NEA	3 lessons
Mathematics GCSE Entry Level*	GCSE: 100% exam 100% NEA	4 lessons
Reading	No exam	3 lessons
Computing	No exam	2 lessons
Preparation for Adulthood	No exam	1 lesson (2 lessons: LFL pathway)
Self-Study	No exam	1 session for Main Pathway
Independent Living	100% NEA	5 lessons
Young Enterprise	100% NEA	4 lessons
Optional sessions		
Enrichment	No exam	4 sessions

Vocational options		
Subject title	Qualification Type	Lessons per week
The Duke of Edinburgh Award	Bronze or Silver Award – no written exam	4 lessons per week Students can study one of the listed options.
IT	Task-based assessments	
Home Cooking Skills	BTEC: no exam, portfolio	

* Only delivered to the Learning for Life pathway students.

Course Guide

Core Subjects

Course title: English Language GCSE	
Pathway: Main	
Exam board/spec: AQA	
What will students study?	How will students be assessed?
<p>The English Language course takes students on a journey through fiction and non-fiction. Throughout the course, we will study:</p> <ul style="list-style-type: none">• A range of fiction and non-fiction texts from 19th – 21st Century.• Close reading and analytical skills.• A range of fiction and non-fiction writing styles.• Writing for different audiences and purposes.• Technical accuracy in writing.	<p>100% examination based - the Language GCSE is assessed through two exams at the end of the year:</p> <ul style="list-style-type: none">• Language Paper 1 (50% of GCSE) consists of an unseen extract from a fictional text with accompanying questions, plus a creative writing question.• Language Paper 2 (50% of GCSE) consists of two unseen extracts from non-fiction texts, plus a non-fiction writing question.
Where does it lead? GCSE English Language is one of the most important qualifications a person can have. It helps to unlock many doors to further education and employment.	

Course title: ASDAN English	
Pathway: Learning for Life	
Exam board/spec: ASDAN	
What will students study?	How will students be assessed?
<p>The ASDAN English Short Course accredits up to 60 hours of English language and literature activities. The English Short Course contains six modules:</p> <ol style="list-style-type: none">1. Developing communication skills2. Speaking and listening3. Reading and writing styles4. Reading for pleasure5. Writing for a purpose6. Reading for a purpose	<p>100% non exam assessment. Learners must present evidence of their activities in an organised portfolio or e-portfolio. This will contain:</p> <ul style="list-style-type: none">• a record of challenges completed, with supporting evidence for each challenge• recording documents, showing how learners have planned and reviewed their activities• summary of achievement, highlighting skills development• personal statement
Where does it lead? The ASDAN English Short Course is designed to develop skills for further education or work.	

Course title: Mathematics GCSE	
Pathway: Main	
Exam board/spec: AQA	
What will students study?	How will students be assessed?
<p>Throughout the GCSE Maths course, students can expect to:</p> <p>Gain a firm understanding of following six key branches of Mathematics:</p> <ul style="list-style-type: none"> ● Number ● Algebra ● Geometry and Measures ● Ratio and Proportion ● Statistic ● Probability <p>Develop reasoning and problem -solving skills that will be beneficial in real world scenarios.</p>	<p>GCSE Maths is 100% examination-based – three exams at the end of the year:</p> <p>Paper 1 – Non calculator – 1 hours and 30 minutes</p> <p>Paper 2 – Calculator – 1 hours and 30 minutes</p> <p>Paper 3 – Calculator – 1 hours and 30 minutes</p>
<p>Where does it lead?</p> <p>A strong grasp of Mathematics will support learning in other subject areas such as the Sciences, ICT and Media, Business Studies and Economics and even certain aspects of Physical Education. Many career paths are open to Mathematics students, including computing, child care, animal care and academia.</p>	

Course title: Mathematics Entry Level	
Pathway: Learning for Life	
Exam board/spec: AQA	
What will students study?	How will students be assessed?
<p>The qualification is designed to cover concepts of functional Maths.</p> <p>Student can expect to gain a firm understanding of following areas of Mathematics:</p> <p>Component 1: Properties of number Component 2: The four operations Component 3: Ratio Component 4: Money Component 5: The calendar and time Component 6: Measures Component 7: Geometry Component 8: Statistics</p>	<p>100% non exam assessment. Internal assessment and/or portfolio for each component.</p>
<p>Where does it lead?</p> <p>The qualification provides students with a basis for progression towards other related courses, and future employment.</p>	

Course title: Independent Living	
Pathway: Main and Learning for Life	
Exam board/spec: ASDAN	
What will students study?	How will students be assessed?
<p>The course will empower learners to take control of their lives and gain independence, self-management and achievement. ASDAN offers a range of units, some example of these include:</p> <ul style="list-style-type: none"> ● Personal Hygiene ● Using money in the Community ● Planning a Journey ● Understanding Relationships ● Paying and Understanding Bills ● Preparing snacks ● Going Shopping ● Basic First Aid 	<p>ASDAN Qualifications are offered to learners at different levels, including:</p> <ul style="list-style-type: none"> ● WTE1 (Working towards Entry 1) ● Entry 1, Entry 2, Entry 3 ● Level 1, Level 2, Level 3 <p>All units of work are <u>100%</u> coursework/portfolio evidence</p>
<p>Where does it lead? Courses are designed to develop skills for:</p> <ul style="list-style-type: none"> ● Further education ● Training ● Work 	

Course title: Computing	
Pathway: Main and Learning for Life	
Exam board/spec: No qualification	
What will students study?	How will students be assessed?
<p>All students have the opportunity to do Core Computing which is composed of the following elements:</p> <ul style="list-style-type: none"> ● Generic Skills & Knowledge ● Computer Safety ● Project ● Working with Data ● Careers ● Programming & Control 	<p>Task-based portfolio of internal assessments.</p>
<p>Where does it lead? Learners may progress into employment or undertake further study in Computing – for example, City and Guilds.</p>	

Course title: Young Enterprise	
Pathway: Main and Learning for Life	
Exam board/spec: Young Enterprise Accreditation	
What will students study?	How will students be assessed?
<p>Students work with local businesses and are supported in setting up their own business. They plan what type of business they will set up, how to implement it, promote it and analyse what is working in order to develop it. They gain an understanding of the financial side of a business and improve organisation and communication skills.</p> <p>Students are off site for these lessons, working at the CAN in Coalville.</p>	<p>Young Enterprise is assessed through ongoing self and peer evaluation. There is no final exam.</p>
<p>Where does it lead? The Young Enterprise qualification ensures that young people are given the opportunity to develop crucial financial management and employability skills. They gain an understanding of the wide range of careers that are available to them. It develops their independence, confidence and ability to communicate and improves their life skills.</p>	

Course title: Preparation for Adulthood	
Pathway: Main and Learning for Life	
Exam board/spec: No qualification	
What will students study?	How will students be assessed?
<p>In P4A, students follow a sequence of umbrella themes that carry topics that are delivered in a spiral sequence. The three main themes are:</p> <ul style="list-style-type: none"> ● Healthy Lifestyles ● Relationships ● Living in the Wider World 	<p>There is no qualification for Preparation for Adulthood. Students will be assessed on what they have learned through classroom based assessment and knowledge checks.</p>
<p>Where does it lead? The topics studied prepare students for their next steps and life outside of Maplewell.</p>	

Course title: ASDAN Cooking	
Pathway: Learning for Life	
Exam board/spec: ASDAN	
What will students study?	How will students be assessed?
<p>Students will carry out theoretical and practical work to equip them with a broad range of knowledge and skills, including:</p> <p>Making a range of dishes including: breakfasts, snacks, lunches, dinner, cakes, desserts from scratch and some using ready-made components.</p> <p>Preparing hot and cold drinks</p> <p>Planning, reflection and evaluation work.</p>	<p>The ASDAN cooking course contributes cooking units to the Life-skills Challenges, an online bank of challenges for learners working from pre-Entry to Level 3.</p> <p>Learners collect evidence of their achievements for each challenge to create their portfolio, and will receive ASDAN certification for successfully completed challenges.</p>
Where does it lead? College, apprenticeships or employment in the hospitality industry. Students could also progress to BTEC.	

To complement the curriculum, and promote independence, we also offer:

Reading (Main and Learning for Life Pathways)

Reading is a timetabled session for **all** students at Post-16 and takes place each day for 35 minutes. The sessions planned are flexible to suit the needs of the learners and also to fit in with their differing timetables. Most students will be at Post-16 for reading time three times a week. The sessions cover fiction and non-fiction texts, promoting reading for pleasure, sparking discussion and building cultural capital.

Self-Study (Main Pathway only)

Self study is a way of learning which requires self-motivation, organisation and independence. In Self Study sessions, students will not be taught; instead they will be guided to manage their own time and workload to complete the tasks they need and want to do. The aim of these sessions is to support workload and increase independence, whilst emulating the model of 'study periods' which students will encounter in a college setting.

Students on the Main Pathway will access one session of Self Study per week.

Vocational Options (Main Pathway only)

Alongside the Core curriculum, students on the Main Pathway have the scope to personalise their learning with a choice of a Vocational option.

Course title: Home Cooking Level 1	
Pathway: Main	
Exam board/spec: Pearson BTEC	
What will students study?	How will students be assessed?
Planning a nutritious, home-cooked meal using basic ingredients Preparing, cooking and presenting a nutritious home cooked meal Understanding how to cook economically	<ul style="list-style-type: none"> ● Practical observations by teacher ● Assessments for all units. ● Completion of portfolio against BTEC criteria ● Internally and Externally verified
Where does it lead? College, apprenticeships or employment in the hospitality industry.	

Course title: Duke of Edinburgh Award	
Pathway: Main	
Exam board/spec: Duke of Edinburgh Award	
What will students study?	How will students be assessed?
Students are instructed by a qualified Duke of Edinburgh Award Leader in four sections of their programme: <ol style="list-style-type: none"> 1. Expedition 2. Volunteering 3. Physical 4. Skill 	Assessor judgement on each section of the programme.
Where does it lead? The qualification is valued by employers and further education providers.	

Course title: City and Guilds Level 1 for IT Users	
Pathway: Main	
Exam board/spec: City and Guilds	
What will students study?	How will students be assessed?
The qualification provides basic level skills and knowledge that could lead to further education in IT or related areas, as well as underpinning other educational sectors.	All units are internally assessed, internally verified and then externally verified.
Where does it lead? Learners may progress into employment or a Level 2 qualification.	

Enrichment Sessions

To complement each curriculum pathway, Maplewell P16 has developed an opt-in enrichment programme which runs at the end of each day.

Each term, enrichment activities will centre around a theme. Each of the themes is selected to guide students to further develop our curriculum 'character values' of resilience, achievement and independence. The aim of the enrichment offer is to support and enhance the taught curriculum, giving our students opportunities to experience activities which they may not otherwise have the chance to.

Term 1: Healthy Body, Healthy Mind

Activities include: First Aid; Nutrition and Fitness; Mindfulness.

Term 2: Community and Connections

Activities include: Languages; Alternative communication; Childcare.

Term 3: Resilience and Motivation

Activities include: Revision training; Running Club; Strategic Games.

Throughout all terms, a range of permanent activities will take place to provide a broad and balanced enrichment programme:

- English and Maths tuition (including reading and numeracy interventions)
- Yoga
- Boxing
- Music
- Duke of Edinburgh
- Friday social skills
- Post 16 Newsletter

Pastoral Care at Maplewell P16

Student Wellbeing

Our young adults are about to begin the next stage of their journey towards adulthood and we are very proud to be able to travel with them on that journey. Preparation for Adulthood means preparing students to take responsibility for their own needs.

Pastoral Care and Education at Maplewell describes everything we do at Maplewell to support students and their parents and carers, so that they can access the wonderful education we provide and leave us with the knowledge, skills, qualities and understanding to lead happy, healthy, and fulfilling lives, as independent and valued members of their communities.

Every student at Maplewell has additional pastoral needs related to their special educational needs and disabilities. Your child's pastoral needs will be assessed according to their level of need. For most of their time at Maplewell, the majority of students' pastoral needs will be met by their tutor teams. At certain times however, this pastoral support may not be quite sufficient and they may need additional support from our staff. Whilst your child is accessing this additional support, their pastoral level of need will be assessed at COMPASS.

Home-school Link Workers

Our Home School Link Workers facilitate good communication between home and school. They provide a point of contact for you and can signpost you to services, support you at home, and work as an advocate for you and your child. Our Home-school Link Workers are Solihull Approach trained in order to help you as parents support their child at home.

Maplewell Post 16: 'Preparing for Adulthood'

Life after Maplewell

Life after Maplewell may begin at 16, 17, 18 or 19. Whenever it begins, students will have had the best preparation.

Preparing for life after Maplewell means being ready to take care of your own health; being ready for employment; being ready to live more independently, and being ready to make and maintain friendships and relationships.

The post-16 curriculum supports this preparation both in the classroom and out in the community. In the classroom, students will be taught the skills and knowledge they will need in their next education setting or in the workplace. In the community, students will learn through experience and become more independent and comfortable in the adult world.

Students will be able to track and record their experiences using their Morrisby account and we will be able to track their progress through the Essential Skills, and P4A Mastery frameworks, through teacher assessment, and through accredited qualifications.

By the time they choose to leave, they will be ready to embark on the next leg of their journey into adulthood.

Student Expectations and Responsibilities

Maintaining high expectations of ourselves and being responsible for our own actions and outcomes are important parts of adult life. We expect all our post 16 students to enact our ethos throughout their time at Post 16, in the local community and in their life beyond. Post 16 students should be proud to represent Maplewell, as we are proud to have our students represent us.

We expect all students:

- To regularly attend and be punctual.
- To engage positively with all learning tasks, whether academic, vocational, independent, or pastoral.
- To meet deadlines set by staff.
- To model good manners and respect for staff and students.
- To act as a positive role model in school and in the wider community.
- To positively contribute to the local community and beyond.
- To use the student voice to raise concerns and bring about change.
- To dress appropriately.
- To hand in personal devices on entry each day.