



Mountjoy Post 16 Curriculum Map and Guidance



Post 16 Mission Statement

Our intention is to prepare students for life after Mountjoy.

Working closely with our young people and their parents and carers, we aim to create and achieve realistic and aspirational goals for the future by offering a bespoke curriculum experience for each student based on their interests, hopes for the future and ability. This includes opportunities for work based learning, preparation for employment, qualifications, awards and enriching experiences to prepare them for independent living.

Our young people will leave school, having had an input into where they want to go, with a secure destination tailored to their individual needs.

About Post 16

Based around the Preparation for Adulthood framework, Mountjoy's Post 16 provides a broad and balanced curriculum for young people with a range of additional needs including communication, learning, sensory and physical with additional support often needed to develop social and emotional skills, in preparation for the next stage of their adult life. Post 16 provides an environment where young people can be supported to grow and develop as individuals.

We have a 3 year rolling programme (in development) with two curriculum pathways. Our more complex learners are based at school to ensure their health, therapy and care needs can be met within a safe environment, whilst participating in all aspects of Post 16 life where appropriate such as local community visits, Enterprise opportunities and Residential trips. Many of these students are learning to be safe in the community and have a very personalised and structured routine. Learners who can access the community with less support are based at The Prout Bridge Project in Beaminster, Monday to Thursday and Bridport Youth Centre on Fridays. These learners are developing their independent skills alongside improving their functional Maths and English knowledge in everyday practical situations in the heart of town. We also have the ability to tailor a blended curriculum mixing essential therapy on site and, equally essential, off site independent skills work.

We have high expectations and expect all young people to achieve accreditations whilst in Post 16, with a continued focus on English and Maths, alongside work experience and the opportunity to develop entrepreneurial skills. We provide a functional curriculum that ensures young people are confident in a variety of things such as booking a doctor's appointment, understanding democracy and their right to vote,



Mountjoy Post 16 Curriculum Map and Guidance



joining a new sports group, keeping themselves and those around them safe and living a fulfilling life. Cultural education is also hugely important to us to ensure pupils learn about mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Beyond Mountjoy

Using the Preparation for Adulthood pathways as guidance our aspiration for learners once they leave us is that, where possible, they will be able to;

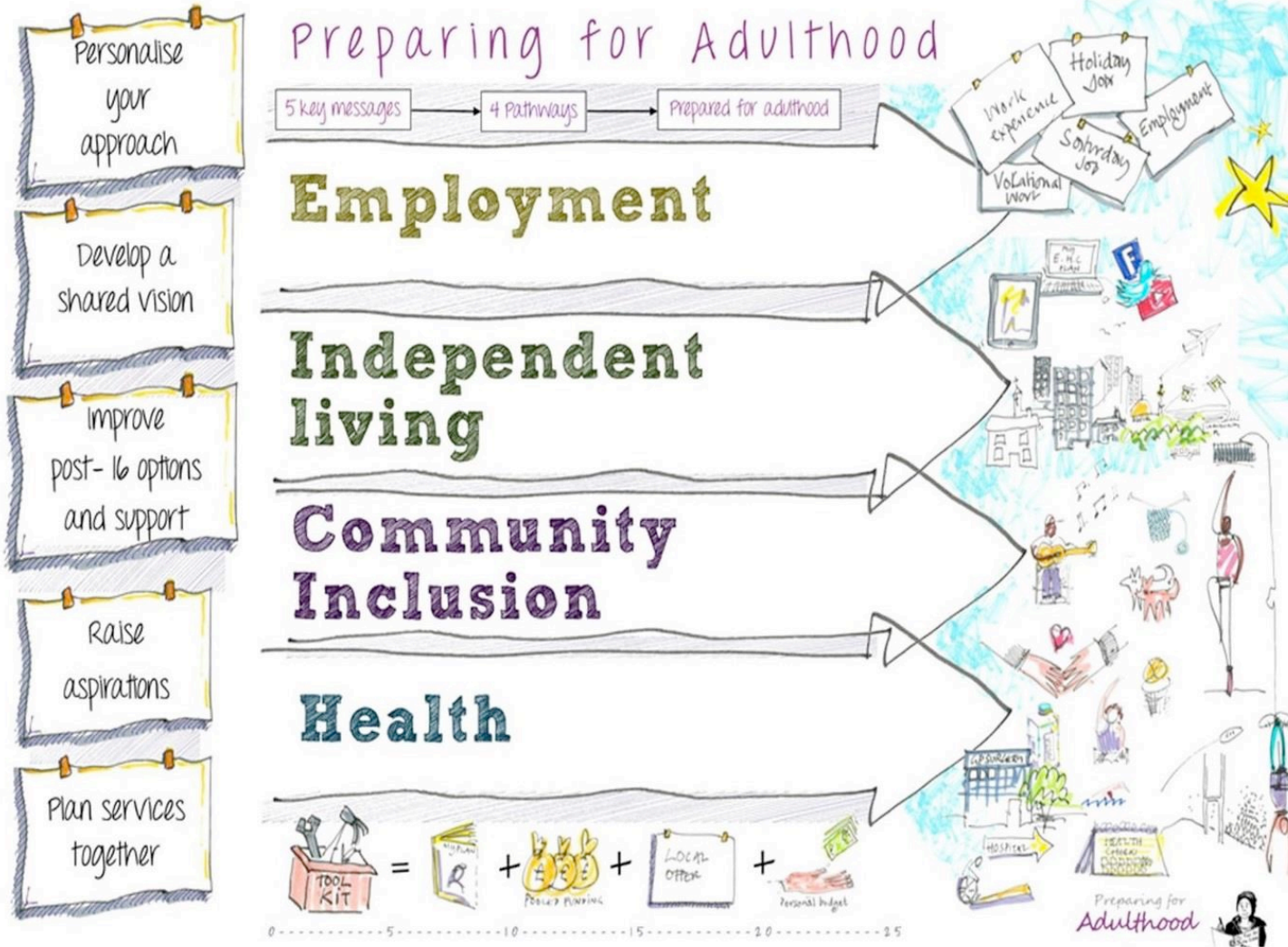
Employment – Undertake some form of paid work placement.

Independent Living – Have an input into where they want to live, with a network of people around them to call on if needed or being supported by people they know and trust.

Community Inclusion – Take an active part in their local community with the ability to see family and friends when they want.

Health – Make lifestyle choices that keep them healthy, keep appointments with specialists they are linked to, know who to contact if they feel unwell or assist carers to support them with these.

Movement from Mountjoy to the next destination is tailored to suit each student depending on need and their choices. We aim to work closely with the next placement to ensure an extensive transition so the student, their support network and the new provision feel confident.



How we measure progress in Post 16

- In Post 16 we use B-Squared “Steps4Life” to monitor progress and development in existing skills, new skills or where skills have been used in different contexts. For example, a student may learn to tell the time within Maths, but then demonstrates the ability to transfer and apply that skill within daily routines, journeys and socialising. Some individuals can transfer skills easily, for others the transference can take longer to embed.
- Progress in City and Guilds Functional Skills Courses Entry 1-3 in English and Maths, The Duke of Edinburgh Qualification and a range of ASDAN Lifeskills Challenges, Workright and/or Employability (in development) are available to ensure progression from the Secondary department and to ensure a platform to extend and develop skills towards an effective transition to students’ next education/employment setting.
- Destination Data – whether our pupils successfully move onto college, employment, further training or a social care package.
- In order to provide an effective transition to Post 16, pupils will spend time in their new classes where possible and staff will complete transition meetings. This ensures that exam results and assessment data from KS4 is shared with teams to ensure the next steps for learning are planned and aspirational outcomes are set to further learning. (In current discussion/planning stage is the introduction of an internal application/interview for Post 16).
- Post 16 Personal Development Passports (to be designed, following on from Primary and Secondary Passport)

B Squared “Steps4Life” data is reviewed three times per year and all pupils receive an Annual Teacher Report. Interventions are planned for pupils if expected or above progress is not being made.

Mountjoy Post 16 Curriculum Map and Guidance

Post 16 students, where appropriate, will study English and Maths as standalone lessons. For our complex learners, literacy and numeracy will be embedded in all daily activities. Each student in Post 16 will be enabled to improve their English and Maths to the best of their ability and study for an appropriate qualification.

City & Guilds Functional Skills Qualifications in English and Maths taught across the year (Entry 1, 2, 3).

See separate Functional Skills English and Maths planning schedules

*Essential Digital FSQ programme to start September 2023 (currently not available)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/684807/Functional_Skills_Subject_Content_Mathematics.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/682834/Functional_Skills_Subject_Content_English.pdf

LINK NOT WORKING?

Mountjoy Post 16 Curriculum Map and Guidance

Year 1 Autumn Term	
School based learners	Offsite learners based @ Prout Bridge and BYC
ASDAN Lifeskills Challenges:	ASDAN Lifeskills Challenges:
<p>Employment Introduction to Photography 1921 WTE1 Horticulture: Preparing a site 2246 E1 Group Nature Project 1599 E1</p>	<p>Employment Scientific Investigation 2247 E1 Horticulture - Preparing a site 2246 E1 Horticulture - Preparing a site 3315 E3</p>
<p>Independent Living Cooking for myself: Making a meal 3107 WTE1 Cooking for Myself and Others 2317 E1 Participate in Baking 4036 E1 Horticulture: Preparing a site 2246 E1</p>	<p>Independent Living Developing functional skills: Health and Hygiene 2063 WTE1 Developing functional skills: Health and Hygiene 2082 E1 Developing functional skills: Health and Hygiene 2083 E2 Going out in the community 1814 WTE1 Going out in the community 1815 E1 Going out in the community 1816 E2 Going out in the community 1817 E3 Horticulture - Preparing a site 2246 E1 Horticulture - Preparing a site 3315 E3</p>
<p>Community Inclusion Participating in Boccia 5553 WTE1 Engaging in a sensory story 4717 WTE1 Expressing preferences during a sensory story 2979 WTE1 Exploring and participating in a sensory story 2280 WTE1 Group Nature Project 1232 WTE1 Group Nature Project 1599 E1</p>	<p>Community Inclusion Participating in Boccia 5553 WTE1 Introduction to Boccia 1330 E3 Going out in the community 1814 WTE1 Going out in the community 1815 E1 Going out in the community 1816 E2 Going out in the community 1817 E3</p>

Mountjoy Post 16 Curriculum Map and Guidance

<p>Health Cooking for myself -Making a meal 3107 WTE1 Taking Part in Baking 3918 WTE1 Participating in Boccia 5553 WTE1 Engaging in a sensory story 4717 WTE1 Experiencing Hydrotherapy WTE1 3769 Participating in Gardening Activities 1043 WTE1 Group Nature Project 1232 WTE1</p>	<p>Health Relationships: Boyfriends and girlfriends 4329 WTE1 Participating in Boccia 5553 WTE1 Introduction to Boccia 1330 E3</p>
<p>Additional activities: School off site Provision visits. Walks in the community. Forest School Activities Beach School Activities. Exploring work experience. Volunteering In school challenges. School celebratory days. MOVE Programme Physiotherapy / Hydrotherapy TACPAC Sensory Activites</p>	<p>Additional activities: Functional Skills Maths Entry 1 – 3 Functional Skills English Entry 1 – 3 Read Write Inc Duke of Edinburgh Award ASDAN programme work encounters, work experiences Walks in the community Exploring work experience. Volunteering In school challenges. School celebratory days. Physiotherapy / Hydrotherapy – Where explicit need</p>

Mountjoy Post 16 Curriculum Map and Guidance

Year 1 Spring Term	
School based learners	Offsite learners based @ Prout Bridge and BYC
ASDAN Lifeskills Challenges:	ASDAN Lifeskills Challenges:
<p>Employment Doing my Laundry 1229 WTE1 Group Nature Project 1232 WTE1</p>	<p>Employment Developing Functional Skills: Nature and the Environment 2435 WTE1 Developing Functional Skills: Nature and the Environment 2437 E2 Everyday food and drink preparation 2323 E2</p>
<p>Independent Living Experiencing Hydrotherapy WTE1 3769 Doing my Laundry 1229 WTE1 Doing Own Laundry 2302 E1 Introduction to Relationships and Sexuality 3926 E1</p>	<p>Independent living Introduction to relationships and Sexuality 3926 E1 Using a public swimming pool 1170 E1 Participate in Everyday food and drink preparation 2178 WTE1 Everyday food and drink preparation 2323 E2 Everyday food and drink preparation 2179 E1</p>
<p>Community Inclusion Distinguishing between Right and Wrong 1032 WTE1 Group Nature Project 1232 WTE1 Group Nature Project 1232 WTE1</p>	<p>Community Inclusion Introduction to employability and the workplace 3815 WTE1 Developing Functional Skills: Nature and the Environment 2435 WTE1 Developing Functional Skills: Nature and the Environment 2436 E1</p>
<p>Health Participating in Boccia 5553 WTE1 Doing Own Laundry 2302 E1 Relationships: Our Bodies 4323 WTE1 Introduction to Relationships and Sexuality 3926 E1 Group Nature Project 1232 WTE1</p>	<p>Health Using a public swimming pool 1170 E1 Introduction to relationships and Sexuality 3926 E1</p>
<p>Additional activities: School off site Provision visits.</p>	<p>Additional activities: Functional Skills Maths Entry 1 – 3</p>

Mountjoy Post 16 Curriculum Map and Guidance

<ul style="list-style-type: none"> Walks in the community. Forest School Activities Beach School Activities. Exploring work experience. Volunteering In school challenges. School celebratory days. MOVE Programme Physiotherapy / Hydrotherapy TACPAC Sensory Activities Duke of Edinburgh Award 	<ul style="list-style-type: none"> Functional Skills English Entry 1 – 3 Read Write Inc Duke of Edinburgh Award ASDAN Workright programme includes work encounters, work experiences Walks in the community Exploring work experience. Volunteering In school challenges. School celebratory days. Physiotherapy / Hydrotherapy – Where explicit need Residential Experience
---	---

Mountjoy Post 16 Curriculum Map and Guidance

Year 1 Summer Term	
School based learners	Offsite learners based @ Prout Bridge and BYC
ASDAN Lifeskills Challenges:	ASDAN Lifeskills Challenges:
<p>Employment Hazards in the Kitchen 1033 WTE1 Work Experience 1440 WTE1 Finding out about a job 1175 E1</p>	<p>Employment Introduction to employability and the workplace 3815 WTE1 One Page Personal Profile 1085 E1 Transition to college 6228 E2</p>
<p>Independent Living Transition to a new setting 3697 WTE1 Exploring Self Advocacy through response and engagement in activities 3300 WTE1 Experience Self Advocacy 3198 WTE1 Hazards in the Kitchen 1033 WTE1</p>	<p>Independent Living Accessing the countryside 1765 WTE1 One Page Personal Profile 1085 E1 Transition to a new setting 3697 WTE1 Using public transport 4918 E1</p>
<p>Community Inclusion Understanding Healthy Relationships E1 5628 Transition to a new setting 3697 WTE1 Exploring Self Advocacy through response and engagement in activities 3300 WTE1 Experience Self Advocacy 3198 WTE1</p>	<p>Community Inclusion Introduction to employability and the workplace 3815 WTE1 Mental Health and Wellbeing 2448 WTE1 One Page Personal Profile 1042 WTE1 Accessing the countryside 1765 WTE1 Going out for a drink in the community 1178 Going for something to eat in the community 1190 E1 Transition to a new setting 3697 WTE1 Using public transport 4918 E1</p>

Mountjoy Post 16 Curriculum Map and Guidance

<p>Health Relationships – Public and Private WTE1 4324 Experiencing Hydrotherapy WTE1 3769 Understanding Healthy Relationships E1 5268</p>	<p>Health Mental Health and Wellbeing 2448 WTE1 Experiencing Athletics 2090 WTE1</p>
<p>Additional activities: School off site Provision visits. Walks in the community. Forest School Activities Beach School Activities. Exploring work experience. Volunteering In school challenges. School celebratory days. MOVE Programme Physiotherapy / Hydrotherapy TACPAC Sensory Activities Duke of Edinburgh Award Residential Experience</p>	<p>Additional activities: Functional Skills Maths Entry 1 – 3 Functional Skills English Entry 1 – 3 Read Write Inc Duke of Edinburgh Award ASDAN Workright programme includes work encounters, work experiences Walks in the community Exploring work experience. Volunteering In school challenges. School celebratory days. Physiotherapy / Hydrotherapy – Where explicit need Residential Experience</p>