



# GRANGE PARK SCHOOL

Post 16@College Information Booklet



**Grange Park School**

Learning for Life - Personalised Pathways for All

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## Admissions/Enrolment

Admission to the college provision will continue through GP. The local authority will send EHC paperwork to the main Wrotham site for the attention of SLT. All paperwork will go through the designated SLT member and the designated office administration staff member for admissions. This enable one point of contact for Post 16. Speech and Language/Occupation Health input maybe required and consulted depending on the need.

Decisions will be made if need can be met and reply sent to the local authority within the two-week timeframe. Appropriate letters sent identifying if offer is made based on college provision or GP main site

Enrolment onto to College courses will occur during the main enrolment process and at times set up by the college. Learners will need to meet the entry criteria for the appropriate level of course in order to enrol. Discussions with college staff, GP staff and learner to take place if entry criteria have not been met regarding an appropriate alternative. GP and the college work together if a particular learner has anxieties regarding enrolling at the given time. This would be in extreme cases and not the normal way of enrolment.

## Transition

Transition is a key aspect in preparing learners for the changes in their education/preparation for adulthood. Transition could take place mid-year and during EHC reviews the full offer needs to be communicated to the young person and parent. Further details can be found in the transition guide.

There are four strands of the transition process

| Strand  | Support processes   |
|---|---|
| Transition from GP to college (Year 11)       | <ul style="list-style-type: none"><li>• Parent transition meetings</li><li>• Parent and learner information events at GP (Y9-Y11)</li><li>• Access to the college carousel</li><li>• Visits to college campus with GP</li><li>• Encouragement for parents and learners to attend college open days</li><li>• Transition weeks at College in June/July</li><li>• GP staff to support learners during enrolment</li></ul>   |
| Transition from GP to college (Y12, Y13, Y14) | <ul style="list-style-type: none"><li>• During the academic year all meetings regarding support and progression to include if learners could transition to college as their placement</li><li>• Use of the tiered support system to help identify potential learners</li><li>• GP staff to work with college's transition officers to help support</li><li>• Appropriate meetings to include transition officers (including EHC reviews)</li><li>• Exit points for learners on GP partnership for Y12-Y14 will be looked at during EHCP reviews</li></ul> |
| Transition from Y14 to Adulthood              | <ul style="list-style-type: none"><li>• Learners whose entry point is Y14 or have not progressed onto college partnership in Y12/Y13 need support with transition into post 19 provision if applicable</li><li>• GP staff to work with college regarding progressing into college</li><li>• Support package to help with preparing for adulthood and alternatives to Full time education i.e. internships, supported employment</li></ul>   |

|   |   |
|---|---|
| Transition for learners from other placements to Post 16 at College | <ul style="list-style-type: none"> <li>• Parent transition meetings</li> <li>• Visits to college campus with GP</li> <li>• Encouragement for parents and learners to attend college open days</li> <li>• Transition weeks at college in June/July</li> <li>• GP staff to support learners during enrolment</li> </ul> |
|---|---|

## Timetables

Timetables will be given to the learners through college process. GP will adapt timetables to show all sessions that the learners need to attend as part of the college partnership. Included on the back of the timetable will be the

- Vocational programme and level, core curriculum levels and information regarding additional qualifications
- Exam concessions
- Strategies that can be used by staff to support learning
- Safeguarding information, contact details of staff and room information
- Section F outcomes to support learner ownership of the targets

Timetables are highly likely to change in the first few weeks of term 1 due to a number of uncontrollable factors across the various provisions. This needs to be managed by GP staff appropriately to support the learners.

Appendix 1 has an example timetable

## Careers

The students at the college will benefit from the colleges careers programme as well as the GP programme.

The colleges careers programme will be embedded in their PPT session (Personal Progression Tutorial). These sessions utilise the colleges expertise and career guidance staff to inform students of their options. The students can also attend the college careers fair in March that allows them to interact with a number of local and national employers. GP staff will support the student's attendance at the events.

Students are also able to access the careers programme that operates through the school. Personalised one-to-one sessions with an advisor will be available. These advisors can be commissioned by GP through the college or through an independent provider.

## Rooming

GP will have rooms at the MKC campuses in Maidstone and Medway. These rooms will be utilised by GP for a number of activities

- Personal study sessions will take place in these rooms instead of the learning zone.
- Any challenges that the learner may be having can be addressed in these rooms to implement strategies in their toolkit. The room will be utilised as their safe environment.
- Zones of regulation display will be present. SaLT team will support in the design of the room in relation to display material and the layout.

## Disciplinary Procedure

The disciplinary procedure is in place to ensure that students can succeed and are safe.

All GP learners on the partnership pathway will follow the college learner code of conduct and disciplinary behaviour. Due to the nature of GP learners and their documented needs, GP need to ensure that strategies need to be in place to support the learner's behaviour and progress, based around their needs.

There is an expectation that student is fully supported by Grange Park staff in line with the tiered approach and associated processes. During any disciplinary meetings a senior member of GP staff is in attendance so that an agreed outcome can be implemented.

## Study Programmes

GP students will follow the colleges study programme. A study programme consists of various components.

1. Vocational (subject specific) substantial qualifications that stretch students and prepare them for education at the next level or for employment.
2. English and mathematics (Core Curriculum) where students have not yet achieved a GCSE grade 4. Students will study subject specific English and maths in that area embedded into their vocational lessons.
3. Work experience to give students the opportunity to develop their career choices and to apply their skills in real working conditions.
4. Other non-qualification activity to develop students' character, broader skills, attitudes and confidence, and to support progression

### 1. Vocational

The partnership with a college allows GP to offer a broad curriculum. Depending on the vocation course there maybe theory and practical sessions. Support will be tiered and tailored to the individual. A good working relationship will be fostered by GP and college staff to support the student. GP staff will have access to the Colleges Moodle site (virtual learning environment) in order to access resources from the programme. Students will need to meet the entry criteria for the chosen course of study and meet the progression criteria set by the college in order to progress.

### 2.English and mathematics (Core Curriculum)

English and mathematics remains an integral part of the student's study programme. Students will be enrolled on an appropriate qualification based on their prior attainment. GP staff will work closely with college core curriculum staff to support the students.

### 3.Work Experience

All students will need to undertake work placements and depending on the level of vocational study this will depend on the number of hours that need to be undertaken. College vocational area or work placement team will help support the student in finding an appropriate work placement. GP staff will support in this process. Risk assessments will need to be undertaken. GP staff can contact the work placement and offer support if needed to the organisation to meet the needs of the student. Parents and carers are also encouraged to help find placements for the student and the placements need to be meaningful and relevant. It is not possible for GP staff to accompany students on work placements although GP could support with transport if appropriate. Regular transport will not be able to take the student to and from the work placement as transport is in place from home address to the campus.

## 4. Personal Study

The personal study sessions that Grange Park students attend are part of the 5 day provision. These are sessions on the student's timetable where a various activity is undertaken depending on the students. Examples of these are listed below

- Coursework from Vocational lessons
- Coursework from core curriculum (English and mathematics)
- Revision sessions for forthcoming exams
- Travel Training
- ASDAN certificate of personal effectiveness
- Employability work, CVs etc
- Work Placement searches
- Intervention sessions
- Independent living sessions based on need
- Driveability
- LiBF Finance course
- Projects linked to preparing for adulthood pathways

## Appendix 1: Example Timetable

|           | 8.00-9.00<br>0800 - 0900 |   | 9.00-10.00<br>0900 - 1000            | 10.00 -<br>11.00   | 11.00-12.00<br>1100 - 1200                               | 12.00-1.00<br>1200 - 1300 | 1.00-2.00<br>1300 - 1400                                | 2.00-3.00<br>1400 - 1500 | 3.00-4.00<br>1500 - 1600               | 4.00-5.00<br>1600 - 1700                                 |
|-----------|--------------------------|---|--------------------------------------|--------------------|--|---------------------------|---|--------------------------|--|--|
| Monday    |                          | 8.30-9.00<br>Social Zone                                | 9.00 – 10.00<br>Personal Study<br>W3 | Break              | 10.15-12.00<br>Professional Cookery<br>Theory<br>C209A   | 12.00 –<br>12.30<br>Lunch | 12.30 – 2.00<br>GCSE Maths<br>C309B                     | Break                    | 2.30 – 4.00<br>Personal Study<br>W3    | 1600<br>Taxi   |
| Tuesday   |                          | 8.30 – 10.00<br>Professional Cookery<br>Theory<br>C209A |                                      | 1000-1030<br>Break | 10.30 – 12.00<br>PPT<br>E110                             | 12.00 –<br>12.45<br>Lunch | 12.45 – 2.15<br>Professional Cookery<br>Theory<br>C209A | Break                    | 2.30 – 4.00<br>GCSE Maths<br>C309B     | Taxi   |
| Wednesday |                          | 8.30-9.00<br>Social Zone                                | 9.00 – 10.00<br>Personal Study<br>W3 | 1000-1030<br>Break | 1030 – 1200<br>Professional Cookery<br>Practical<br>WG06 | 12.00 –<br>12.30<br>Lunch | 12.30-1.45<br>Professional Cookery<br>Practical<br>WG06 | 1.45 -<br>2.15<br>Break  | 2.15 –<br>3.00<br>Personal Study<br>W3 | Taxi   |
| Thursday  |                          | 8.30-9.00<br>Social Zone                                | 9.00 – 10.00<br>Personal Study<br>W3 | 1000-1030<br>Break | 1030 – 1200<br>Personal Study<br>W3                      | 12.00 – 1.00<br>Lunch     | 1.00-3.15<br>Professional Cookery<br>Practical<br>WG06  |                          | Break                                  | 3.30 - 5.00<br>Professional Cookery<br>Practical<br>WG06 |
| Friday    |                          | External Work Placement                                 |                                      |                    |  |                           |   |                          |  |  |

| Levels  | Exam Concessions  | Strategies                        | Safeguarding   | Targets   |
|---|-------------------|-----------------------------------|--|---|
| Vocational Level 3<br>Professional Cookery                        | 25% Extra time    | Verbal Prompts from staff         | Grange Park safeguarding<br>Offices  | All by the end of term<br>5   |
| Maths Achieved GCSE<br>1 and FS Level 1<br>Enrolled on GCSE Maths | Supervised Breaks | Responds well to praise           | Designated Safeguarding<br>Lead Mark Cleave<br>(01732 882111)                | Outcome 1<br>I will be able to<br>discuss concerns<br>with staff in a calm<br>and positive manner |
| English Achieved GCSE 4   | Prompter          | Time to check and redraft<br>work | Assistant Head teacher<br>(Post 16) Lee<br>Cooper (07512198745)              | Outcome 2 I<br>will be taking 2 bus<br>journeys a week  |
| LiBF Enrolled on<br>Level 2                                       |                   | Assignment deadline tracker       | Safeguarding Governor<br>Denise Eden-Green<br>(01732 882111)                 | Outcome 3<br>I will be recording<br>assignments,<br>deadlines etc. in my<br>tracker               |
|   |                   |                                   | Mid Kent Safeguarding<br>Officer<br>Lynne Bright<br>(01622 691555 ext. 4949) |   |