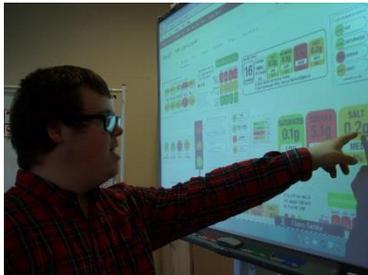


KS5 Additional Needs Overview

Our aim in the Post 16 Additional Needs Class is to promote skills in independent living and supported employment. Learning is based on the new SEND Code of Practice areas of: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory/Physical needs. Within this framework, the core strands of Communication, Literacy, Numeracy, ICT, PSD are delivered within meaningful cross-curricular projects, enabling students to apply these skills within a practical context. Students learning is underpinned by structure and routine, symbols and other visual aids and Makaton signing. Some students access a multi-sensory timetable. The Academy is able to offer a wide range of learning opportunities such as running a weekly café, participating in team projects and taking an active role e.g. at our Farming and Animal Care Unit and Horticultural Garden Centre. Students have the benefit of extensive grounds which can be used to promote learning and living a healthy lifestyle. Further learning opportunities are supported through Dance and Media.



Accreditation



Students in the Additional Needs group follow the Edexcel Personal Progress Units, which are accredited through tailor-made assignments designed to match the ability and interests of the students. Units are assessed using The Achievement Continuum enabling each student to make progression as well as working towards an Entry Level Diploma in Personal Progress in the students' third year.

Inclusion

Students are also able to select vocational options alongside their peers in Post 16, with Additional Needs students being accredited up to Entry Level 3 dependent upon ability.

The Post 16 Café enables students with Additional Needs to work as a team, providing simple snacks and drinks with a healthy option to staff, parents and students. This provides a real life opportunity to develop communication and social interaction skills with both familiar and unfamiliar people. Students are also given the opportunity to participate in educational visits within our local community and how to use public transport.



Individual Needs

We aim to meet the individual needs of each student and our class is grouped according to level of need, dependent upon the activity, with a staff ratio of approximately 1:3. Some students have input from Speech and Language Therapy, with programmes to support the development of communication skills being integrated into lessons and termly targets. Physiotherapy programmes are implemented on a daily basis and some students may require an individualised visual or sensory timetable.