**Belvue**

**Post 16 Policy 2021/22**

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**Philosophy**

According to the Department for Education ‘all 16 to 19 students should be given the opportunity to take a study programme which reflects their prior attainment, education and career goals’ (2015). ‘Students with learning difficulties and disabilities should follow a programme that prepares them for adulthood, including supporting their progression into work or further study. For students with an education, health and care (EHC) plan, a study programme can apply up to the age of 25’ (2015).

‘Study programmes for students with profound and/or complex learning difficulties and disabilities may also concentrate on work experience or other non-qualification activities rather than qualifications, to prepare them for adult life’ (2015).

Our philosophy is to facilitate this vital transition of all our students into adulthood, by providing essential life, social and vocational skills, to aid their overall personal and independent development. In addition, we understand the necessity to instil an appreciation of the diverse social, moral and ethical values evident in society today. Furthermore, we have a desire to equip every student for further education (FE), gainful employment (where possible) and an enriched adult life.

**Aims**

The aims of this policy are as follows:

* To equip students with essential ‘Basic Life Skills’ and ‘Pathways to Adulthood’
* To instil the concept of being a responsible citizen
* To ensure all students achieve their optimal potential for learning and become lifelong learners
* To guide students into choosing effective life and vocational routes and opportunities available to them.
* To prepare and stretch our students to attain External Accreditations and internal Belvue Certificates by setting challenging targets
* To provide students with activities that broaden their experiences and view on life
* To deliver as much of the curriculum as possible in a meaningful way within the community.

General Principles

* To provide access to exciting and enjoyable activities in and out of college that enhances young people’s personal, social, moral, spiritual, religious, cultural and educational development.
* To provide opportunities to explore and access healthy social relationships
* To provide opportunities to explore and identify individual and collective rights – citizenship. See school policy on teaching British Values through RESPECT.
* To offer a wider choice of flexible learning routes covering academic study, vocational subjects and life skill preparation.
* To enable students to participate in a relevant work experience appropriate to their needs, where possible.
* To provide opportunities for young people to be exposed to, and engage in, a range of social experiences to enrich their lives both during their Post 16 years and in their adult life to come.

Admission Policy

All young people on roll at Belvue will automatically be offered a two year place in Post 16. Pupils from other educational establishments will be offered a place via a referral from the Local Authorities special educational needs panel. Once a referral has been received via this route, the Assistant Head of Post 16 will decide on whether a place can be offered based on the needs of the young person, compatibility with existing students and availability of places. External young people transitioning to us can remain in our Post 16 for up to three years; however the placement is reviewed annually as part of the annual review process. Currently only our most complex pupils remain in our Post 16 for three years.

The 16-19 Bursary Fund

According to the Education, Skills and Funding Agency the criteria for anyone eligible for the 16-19 Bursary Fund are vulnerable groups of students who are:

* in care
* care leavers
* receiving Income Support, or Universal Credit because they are financially supporting themselves or financially supporting themselves and someone who is dependent on them and living with them such as a child or partner
* receiving Disability Living Allowance or Personal Independence Payments in their own right as well as Employment and Support Allowance or Universal Credit in their own right

If your child is in one of these groups, you need to let us know at the beginning of the academic year, and we will make an application to ESFA for £1200 for that individual for the year. We usually give this directly to the young person (they need to have their own bank account) in termly installments or we make purchases on their behalf.

Teaching and Learning

We have six Post 16 classes, each of which has been created thoughtfully and rigorously. For timetable purposes, students have been grouped into year groups, Year 12 and Year 13/14, and according to academic ability and their social, emotional, independent and physical needs and abilities. Overall, the rationale for the Year 12/Year 13/14 split is due to the individual progression that students can make in their learning both in college and off site. The Year 13/14 expectation is that some Post 16 students will be working far more independently than at Year 12. The premise is that Year 13/14 students will be more able to make an informed choice for their personalised learning due to their time in Year 12. However, where applicable a number of students will have a more specific personalised timetable and will move between classes for certain subjects.

We have developed and created a new Post 16 curriculum that incorporates and encompasses innovative up-to-date changes, based on vital life skills to enhance the quality of provision even further.

The government guidance for the maths and English condition of funding (2015) and the KS5 Funding Reforms has transformational implications to the way we deliver our programmes of study. They state that student with multiple and complex needs can be exempt from studying qualifications but appropriate literacy and numeracy should still be included in their study program. Students can be enrolled on a course for up to 3 years, (or longer if the student is in learning to age 25).

Curriculum Pathways

The college has three differentiated Pathway Programmes, taught through core life skill topics, to meet the needs of our diverse community of learners (see Appendix 1).

English and maths is embedded throughout the curriculum giving students consistent opportunities to apply the core skills in a discreet manner as they would in life, including sessions when off-site. In addition, English and Maths Functional Skills will be taught at Entry Level.

Our social enterprises provide our students with real opportunities to use their maths and English skills. The externally accredited subjects range from Entry Level 1 to Level 1.

Personal, Social and Health Education, which includes Relationship and Sex Education, is also imbedded within the curriculum and students obtain regular input of these areas throughout their week (and whenever the need arises). Belvue is committed to ensuring that all students are independently healthy, travel conscious, socially safe, sexually aware and emotionally responsive. The content will include personal health issues, emotional development, sex and relationship education, personal safety, e-safety and risk awareness, drug education, economic mindfulness and emotional wellbeing.

The Arts have been included in the curriculum as additional enrichment activities for our students to enjoy. It is an opportunity for Post 16 students to work cooperatively and be creative collaboratively. The result will not only be improved communication skills and further socialisation for each student, but it will culminate in the students performing a Post 16 Talent Show.

Accreditation for our Pathways is through external awarding bodies (e.g. Prince’s Trust, Edexcel, Pearson BTEC) and our own Belvue Skills Certificate, from Entry Level 1 to Level 1.

The Vocational Subjects

Over the years the college has built meaningful and beneficial relationships within different sectors of the surrounding community and local colleges. From September 2021 there will be 11 Vocational Subjects offered to our students, 8 of which are offsite. Our Vocational Subjects (see Appendix 2 – Post 16 Provision) have been explored meticulously and chosen wisely with our extensive range of students’ needs in mind.

The vocational opportunities offered are part of an organic process based on developing partnerships in the community and taking up vocational opportunities when they are presented. This process will continue, as opportunities often present themselves during the college year, therefore we are constantly updating, reviewing and regularly risk assessing this curriculum programme for value and appropriateness and are willing to adjust our timetable and content fluidly, if it benefits our students. As a result we also recognise that some partnerships discontinue due to factors beyond our control or we may change a venue for variety or to improve value for our students.

Events

Post 16 students also run special events based on their off-site learning. Through the year these could include (although most are on hold, due to the current situation):

* Arranging open days at the Litten Nature Reserve
* Open days and events on Haverlock Estate
* Working on events with Thames 21
* Taking part in community days at the Allotment
* Taking part in special events with the Park Rangers
* Arranging tours of the Ken Acock site
* College fairs e.g. Christmas
* Pop-up café / restaurant for the local community and our partnerships
* Running the Pop-up shop in Ealing
* Running sales fairs at Southall College and Ealing Town Hall.

These are seen as a true test of their communication and social skills and provide a real opportunity for the students to reflect on their progress in these two areas.

Assessment and Tracking

To ensure that all students are making good or better progress and that they are aware of what their targets are and the progress they are making, there is a comprehensive assessment and tracking processes with student participation at the heart of the process. Students individual Learning Intentions also form a part of this.

Staff delivering both the core curriculum and the vocational subjects will use the assessment criteria for each subject as their key assessment judgement on outcomes. Training for and a manual will be given to new staff on the quality of evidence required for each assessment criteria and the protocols required when submitting work for scrutiny.

During the Post 16 weekly meetings, opportunities for the rigorous scrutiny of work; moderation and guidance on assessment protocol will be provided. On a half termly basis there will be formal moderation meetings where staff will moderate evidence and submit completed units or sections of work. Any units or sections of work not completed in the time set will be actioned and targets set for their completion.

All coursework will be completed by staff 2 weeks before external moderation dates to allow for the work to be assembled appropriately in a timely fashion.

To ensure progress is being made, course work will be tracked to show when tasks/units are completed and whether students have reached the required standard. These tracking documents will be kept in the students’ folders so that they are fully aware of their progress and by the staff leading the programme.

For courses delivered by an external body i.e. through our college partnerships, as well as regular monitoring by our staff who accompany our students, there will be a termly meeting between staff from Belvue College and staff delivering the course. Student’s performance, attainment and attendance will be discussed and for any outstanding issues, an action plan will be agreed. In addition, external bodies will be required to ensure that a report is provided for each student during the summer term and certificates awarded will be sent to the school to be put into our students’ files.

Marking

Students will receive regular feedback about their progress and work will be marked and annotated according to the school’s Marking Policy. Guidance will also be given in the Standardisation Guidance Booklet for staff and will be graded according to the assessment criteria of the Awarding Body.

For each subject studied students will have their own folder or folder section, containing all of their coursework and tracking document showing progress.

Education Health Care (EHC) Plan / Annual Review / Transition and Learning Conversation

During the autumn term Post 16 students finish the term early in order to facilitate a formal Annual EHC Plan review meeting with the student, their parents/carers, assigned teacher and any other professionals if necessary. At this meeting previous targets will be reviewed and new targets will be identified and agreed and an action plan set. Furthermore, if a student is in their final year, there will be an in-depth discussion about the student’s transition from Belvue, considering all of the possible options and new targets will be set. An independent careers adviser, Connexions, will interview each student and attend the meeting to discuss and support transition arrangements and will identify any input needed from other relevant agencies.

In the spring term there will be a follow up meeting with Connexions, for students leaving and transitioning to college or an internship, to examine the progress made and to note if a college or placement has been chosen, if application forms have been completed and interview dates arranged. For students staying on, their Learning Conversation will focus more on what they could be progressing onto in their next academic year at college.

Each conversation will also focus on the student’s personal, emotional and sexual development.

Work Experience

According to the Government ‘Work experience is designed to bridge the gap between education and the world of work’ (2015) and we consider this to be our philosophy across our entire school curriculum, culminating into being a key part of the KS5 curriculum, where all subjects have a work related content so that students can make the connection between school and work. It also conforms to the school’s Work Experience Policy.

Work experience will be personalised according to the student’s wishes, aspirations and capability, as well as their level of independence. All of our students will experience some form of work experience. For our most able and independent students this could be one day a week placement for the school year or for a substantial period of time. For students who are less independent there will be a shorter period of work experience reflecting their abilities and interests. Where it is not possible for a student to attend an external work placement we will provide them with work projects within the school community or at one of our off-site facilities that will give them a similar insight into the world of work and what is required and expected of someone when they are employed or volunteer.

Some examples of paid work experience are:

* Premises Apprentice
* College Banker
* SMSA Apprentice
* Breakfast Club Apprentice
* Gym Apprentice
* Library Apprentice

In all cases work experience will be:

* Purposeful, substantial, offers challenge and is relevant to the young persons’ study programme and/or career aspirations.
* Managed well, under the direction of a supervisor, in order to ensure that the student obtains a genuine learning and employment experience suited to their needs.
* Time well spent: the employer has prepared a structured plan for the duration of the work placement that provides tangible outcomes for the student and employer.
* Transparent about the roles, responsibilities and the expectations of the student and employer.
* Lead towards a meaningful curriculum vitae (CV).

In 2018/19 **Belvue College and the NHS came together to create an exciting and unique partnership to support young people with learning needs. The project is the first of its kind in London, providing experiences and opportunities that have been difficult to find in the past.  One that can increase independence, is aspirational, realistic and regular which helps to develop good life skill patterns for our students.**

**The NHS trust provide a range of different job opportunities for our students (from working in the office to the boiler room) and very flexible staff experienced with working with people with learning difficulties.**

**This successful partnership will continue into the new academic year, 2021/22.**

Safeguarding

All activities are risk assessed and approved by the head teacher and Local Authority. The risk assessments (RA) will include any centre risk assessments and will also include individual student risk assessments. When working with outside agencies, we will check and cross reference their RA and qualifications to ensure they meet our standards and needs. Registers will be taken and any unknown absences reported straight away. All safeguarding policies adopted by the school will be rigorously applied whilst students engage in learning in settings other than college.

Enrichment Activities

The Government’s KS5 funding reforms requires schools and colleges to provide 600 hours of accredited courses for each students that will broaden their outlook on life and promote team work and the sense of what it is to be a Post 16 student at Belvue College. The reforms require schools to provide real life opportunities that allow learners to reinforce practice and develop their Key Skills in a meaningful context and help them make decisions about what they will do when they leave. We will also provide a range of opportunities for students to learn these key skills whilst reinforcing their skills in numeracy, IT, solving problems and working as a team.

The reforms state that students should also be encouraged to take part in meaningful non-qualification activity alongside work experience placements. This activity may include other planned and organised enrichment activity to build character, including activities such as volunteering. Enrichment activities will take place throughout the year and the expectation is that all learners participate, the activities include:

* Creative Arts.
* Being a member of a Tutor Group.
* Recreational visits; supported by staff, students will be encouraged to plan social activities, that may include trips to the cinema, theatre, visits to special events, engaging in sporting activities either as a whole Post 16 group or in friendship groups.
* Prom; this is either arranged by staff as a surprise for students or a prom committee of students will be formed (through the college council) supported by a member of staff. This group will look into activities, venues and costs and will present their finding to the whole group who will then chose what they want to do with enough time to raise funds to undertake it.
* Residential; Post 16 students in Year 13/14 stay in caravans at a Haven Holiday Park in England at the end of the year to celebrate their time at Belvue College. As in previous years, students that have been before will make a presentation to the other students. If there is a body of opinion that they would like to go somewhere else, a committee will be formed supported by a member of staff. This group will look into activities, venues and costs and will present their finding to the whole group who will then chose what they want to do ensuring there is enough time to raise funds to undertake it. To end their year, Students in Year 12 have a week of enrichment activities.
* Website, Podcasts, Newsletters; Students in Post 16 who have an aptitude and an interest will be involved in the schools use of technology to communicate to the Belvue Community. Training will be given and they will the work with staff to produce suitable multimedia / materials for the benefit and enjoyment of the school community and their families.
* Fundraising; time will be set aside in the school year for Post 16 to organise and run fundraising activities. They will raise money for good causes and to fund their own chosen activities such as a residential or Prom. In the past this has been in the form of discos, catering and the offering of other services e.g. cleaning cars.

Staff Development and Training

Post 16 staff (when necessary) will research and/or attend external training on the delivery of the Core or Vocational Subjects. These are run by awarding bodies throughout the year and are key to delivering our courses. Any staff having gained new information or attending external courses will be expected to disseminate the information to colleagues working on the same course.

The senior teacher in charge of the school’s staff development and training will ensure that the Post 16 Manager and Team receives the necessary training to help them provide effective learning.

The Post 16 Manager and the Team will also identify areas for future training and development to enhance and support the department.

In addition, all staff usually undertake a lesson study on a chosen research subject, with one or two others, which is then presented to the whole teaching staff.

Review

This policy will be reviewed annually by the Assistant Head of Post 16, the Post 16 Team and the Senior Leadership Team.

Head Teacher Assistant Head of Post 16

Ms O’Shea Miss Gibson

Date reviewed and updated: July 2021 Date reviewed and updated: July 2021

**The policy is next due for review: July 2022**

**Appendix 1 - Curriculum Pathways 2021/22**

**Pathway Programme 1 – ASDAN / Life and Living Skills**

This 2/3 year curriculum programme is designed for our more complex learners working below and with aspects of Entry Level 1. The learners will be taught in small groups and the sessions will incorporate input from other professional team’s e.g. occupational therapy, speech and language therapy. The curriculum is based around a supportive / inclusive learning course with its main focus centred on personal independence. It supports and builds on the development of a range of skills i.e. communication, social, health awareness, leisure, friendship and independent skills, understanding and dealing with emotions and conflict and preparation for adult life. At the end of the pathway learners will achieve an OCR Entry Level 1 Award or Certificate and/or a Bronze, Silver or Gold ASDAN Award.

After Post 16 learners usually transition on to a supported inclusive learning college course.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Core Life Skills** | **Health & Wellbeing**  | **Employment Skills / Supported Employment**  | **Independence / Supported Living** | **Enrichment / Active Citizen** |
| Communication Reading Writing Time Money NumberPersonal passport/CV | Health and exerciseHygiene / self-careSex education Keeping safeDealing with problems Visiting the health services All about meFriendships Online safety  | Following instructions Getting things doneLooking and acting the part at workGetting on with other people Health and safetyVolunteering / work skills  | Home cooking skills Kitchen hygiene Home Skills / Looking after your home Recycling Travel skills / Getting out and about  | Having your sayRules Rights and responsibilities Basic lawsExploring leisure activities |

**Pathway Programme 2 – Functional Skills / Life and Living Skills**

This 2/3 year curriculum programme is designed for our learners working at Entry Level. The objective of this pathway is to prepare students for life after Belvue and equip them with appropriate academic and vocational qualifications that can lead to appropriate college courses and future employment. Students will benefit from a personalised and differentiated curriculum. Learners will work closely with our community partnership links in relation to learning skills for work and possible supported internship programmes. At the end of the pathway learners will have achieved an OCR Entry Level 2/3 Award and/or an Edexcel Entry Level qualification in Functional Skills English and/or maths.

After Post 16 learners can transition on to a college course e.g. ‘Bridge to Programme’, ‘Step up to Mainstream’ or a Supported Internship

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  **Core Life Skills** | **Health & Wellbeing**  | **Employment Skills** | **Independence**  | **Enrichment / Active Citizen** |
| Financial skills Presentation skills CV & Covering letter writingInterview skillsCareer planning & interviews Digital skills | Personal care Sexual healthDrug awarenessManaging risks Online safety Health and fitnessFriendships Developing selfManaging social relationshipsConfidence building Dealing with problems  | Social skillsVolunteering opportunities Work experience Qualifications Leadership skills Managing behaviour  | Travel skillsSafety in the community Setting goals  | Citizenship Rights and responsibilities LawsCommunity project Exploring leisure activities  |

**Pathway Programme 3 – Princes Trust**

This 2 year curriculum programme is designed for learners working within and above Entry Level 3. Students will study both academic and vocational subjects in order to achieve meaningful qualifications following a specific chosen pathway. The process will see learners build their communication, social, independence, emotional and employability skills and create a workable CV through their sessions in college and off-site with our community partnership links. The objective of this pathway is to offer our students direct routes into supported internship / apprenticeship programmes, ‘Step-Up to Mainstream’ college course, Level 1 college courses or employment. At the end of the pathway learners will have achieved a combination of qualifications at Entry Level 3 and/or Level 1.

After Post 16 learners can transition on to their chosen pathway (Hospitality and Catering, Sport and Leisure, Horticulture or ICT/Computing) or other courses such as: Art and Design, Construction, Health and Social Care, Internships or straight to employment.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Core Life Skills**  | **Health & Wellbeing**  | **Employment Skills**  | **Independence**  | **Enrichment / Active Citizen** |
| Financial skills Presentation skills CV & Covering letter writingInterview skillsCareer planning & interviewsDigital skills | Sexual healthDrug awarenessManaging risks Online safety Healthy living Health and fitnessFriendships Personal careDeveloping selfConfidence building Dealing with problems | Volunteering opportunities Work experience Community links Using equipment for work Social skillsManaging behaviour Leadership skills Following instruction Acting the part at work | Travel skillsSetting goalsHealth, social and emergency serviceShoppingCooking at home Food hygiene Home skills – Cleaning, washing drying and storing laundry Safety in the home Recycling | Citizenship Rights and responsibilities Laws Community project Exploring leisure activities   |

Appendix 2 - Belvue College Post 16 Provision 2021/22

|  |  |
| --- | --- |
| **Subject & Exam Board**  | **Overview 1/3** |
| **Belvue Allotment / Horticulture**Entry 1 – Entry 3*OCR, ASDAN* | This seasonal Work Experience programme is delivered by Belvue staff at our local college allotment. Students will undertake a number of flexible practical tasks (e.g. prepare different environments for digging, planting, watering, weeding) to ensure that our large plot is kept nurtured and productive. The produce grown will be used in the breakfast club, tuck shop or catering sessions. In addition, our students will work with the local community there and in so doing improve their communication and social skills. In addition, they can become involved with other activities that take place at the allotment throughout the year.  |
| **Belvue Catering** Entry 1 – Level 1*OCR, ASDAN, Online Qualification* | This Work Experience programme is delivered by Belvue staff at the new Ken Acock site. Students will work in a small professional catering kitchen to prepare, cook and serve lunches to groups of students and staff on a weekly basis. At the same time students will focus on, build and improve their communication and social skills, with a focus on gaining information for a CV. An online Food Hygiene Certificate is undertaken for students working at Entry Level 3 and above.  |
| **Belvue Shop – Welshore Hub** Entry 2 – Level 1 *Prince’s Trust, OCR* | This course is delivered both on and off site by qualified Belvue staff. This Social Enterprise course has been running successfully for a number of years and has developed and grown and has now stretched to include working in the community, as it is now being undertaken in our shop space in West Ealing. Students use their knowledge and skills to teach members of the public how to work with glass. From time to time, students will use their skills for local events and fairs. This forms part of their CV work. |
| **Community** – e.g. Haverlock, Horsenden, The Canal River Trust, Thames 21, Park Rangers, *Entry 2 – Level 1**Prince’s Trust, OCR* | These volunteering off-site Work Experience opportunities enables our students to work closely with local community partners undertaking a number jobs and learning team building, communication and number skills, while working on different projects e.g. grounds maintenance, joining in community projects and clean-ups of highlighted areas (cleaning the local water ways and canals of rubbish and larger items that have been dumped, to prevent the canals from flooding and preserve the natural habitat of a number of local wildlife). At the same time the students will understand the concept of volunteering and be able to demonstrate to others the value of volunteering in the local community: 1) helping to improve the local community and 2) increase chances of work experience with a focus on writing information for a CV |
| **Computing / Digital Skills**Entry 2 – Level 1Prince’s Trust, OCR  | This Prince’s Trust programme is undertaken by staff at the main Belvue site. Students learn a range of aspects relating to digital skills and learning how to use certain computer programmes and many other uses of computers competently. At the same time learning important aspects of keeping safe online or when setting anything up online. |
| **Subject & Exam Board**  | **Overview 2/3** |
| **Construction / Design Technology**Entry 1 – Level 1*Prince’s Trust, BTEC, OCR* | This programme runs weekly and is delivered by Belvue staff to increase their social, communication and life skills. Students will learn a number of new skills using different tools and machines to design, create and construct things to use within and outside the school. During the year students will explore aspects of construction or DT and learn some basic DIY skills. Some groups of students also run an Enterprise relating to the design products they create.  |
| **Dance / OT/ PE***Entry 1**OCR, ASDAN* | All students will access and participate in Physical Education lessons and other physical activities to experience a full fitness regime and participate in a variety of sports, as part of developing the health and social aspects of their lives. Within this subject, students will also have additional occupational therapy and dance input to improve their overall flexibility and development.  |
| **English – Functional Skills** Entry 1 – Entry 3*Edexcel*  | Students study English for life and increase their knowledge and understanding of working English. The overall focus is especially on communication, recognition of key words and other essential skills. Students receive daily sessions of English, in or out of school.  |
| **Enrichment – e.g. Art** | Belvue staff deliver this enrichment programme. The sessions are fluid and consist of a variety of life skill activities both on and off site, as the tasks demand, to enhance and build young persons’ independence, social skills and community engagement. |
| **Enterprise – e.g. Smashing Glass, Wooden Decorations**  | These courses are delivered by Belvue staff. They allow students to understand and know how to run a successful mini enterprise. Students will increase their communication and social skills while building their confidence and gaining other skills and qualities.  |
| **Hospitality and Catering** Entry 3 – Level 1*City & Guilds* | Some students who are working at a more independent level will go to **Southall College** to undertake a Hospitality and Catering course. Throughout the sessions students will learn about food hygiene, food preparation and presentation, customer service, etc. Students considering Hospitality and Catering as a possible career will gain an accreditation, which will be a stepping stone to further accreditations within the field. |
| **Independent Living Skills**Entry 1 – Entry 2*OCR, ASDAN* | This course is run at the college with two of our Post 16 groups to work on their overall independent living skills. This includes: making simple snacks and drinks, as well as cooking lunch for each other, going out into the local community (library, shopping, post office and cafes), practicing basic hygiene and personal care, learning how to care for themselves in the home, safety in the home and community, visiting the doctors, dentist, etc.  |
| **Information Technology** Entry 1 – Entry 2*OCR, ASDAN*  | Although not timetabled, all students in Belvue have access to information technology. Students will be taught basic computer skills, which will enable them to present their work (with or without support) in different ways to show their progression over the year. Where applicable they will also be taught how to use other computer programmes and how to stay safe online. |
| **Subject & Exam Board**  | **Overview 3/3** |
| **Litten Nature Reserve**Entry 1 – Entry 3*Edexcel* | This programme is run by Belvue staff on behalf of the local community in partnership with the Ealing Park Rangers and is delivered at the local Nature Reserve in Greenford. For students with very little independence this is an opportunity to have weekly travel training sessions, as the groups will go there by public transport (E10 bus) every week. Each group will undertake a range of seasonal horticultural jobs (digging, cutting, planting and creating hedges) and other practical tasks (building things, making hammocks, creating bird food balls and nature art work) with flexibility for students to work at their own level.  |
| **Maths – Functional Skills** Entry 1 – Entry 3 *Edexcel* | Students study maths for life and increase their knowledge and understanding of working maths. The overall focus is especially on number, money management, time, recognition of key words and other essential skills. Students receive daily sessions of maths, in or out of school.  |
| **NHS Partnership***Entry 1 – Level 1**Princes Trust, OCR* | This Work Experience opportunity has, eventually and thankfully, developed to include some of our less able students. This is something that has proved (and still does) extremely difficult for us and society as a whole. We constantly strive to find openings for our SLD students, but the road is extremely narrow. However, we are determined to persevere. The jobs include: receptionist, librarian, finance, post room staff, etc.  |
| **Physical Education** *Entry 2 – Level 1**Prince’s Trust, OCR* | This programme is delivered by Belvue staff. All students will learn about the benefits of exercise and where to go in the community to work out. In addition, depending on the group, either students will undertake a number of different movement skills to support their range of needs using dance, occupational therapy and physical education or they will learn different skills to play a range of sports including tennis, football and basketball.  |
| **Retail** *Entry 1* | Some students will be going to **Southall College** to work on skills for retail. This includes learning about customer services, stock taking, ordering stock, creating items and selling items. This is also one of the college that many of our students will attend when they leave Belvue, and therefore it also acts as one of the first steps towards their possible future transition. |
| **Vocational Skills**Entry 1 – Entry 3*OCR, Belvue Certificate*  | This programme is delivered by Belvue staff to allow students to gain different vocational skills, which include teamwork, communication, and social skills through a number of vocational tasks in and out of school.  |
| **Work Experience**Information for a CV | Our students undertake different work experience opportunities, within and outside the school community. As well as those mentioned in the table above and in the work experience section on pages 10/11, others include: premises manager assistant (assisting to complete various jobs that need doing around the college), postal worker (folding letters, addressing, sealing and delivering or posting envelopes) and tuck shop, etc.  |