



## **SIXTH FORM - PROVISION POLICY**

### **September 2023**

Next Update:           October 2025

Approved by:           Chair of Trustees

Principal:               Neil Bain

## Contents

1. Aims.....	3
2. Roles and Responsibilities .....	4
3. Organisation and Planning .....	5
4. Inclusion .....	6
5. Monitoring Arrangements .....	7

## 1. Aims

Wemms is registered to educate students from nine to twenty years.

This means if a young person starts in September of the year at 20 years of age it is accepted they will become 21 years of age before the following July.

- Students are allocated to Wemms post 16 because they are deemed to need an academic education but are unable to cope with a mainstream provision. They need one to one and small group teaching to fulfil their academic potential.
- These students will also need a social and moral education, and also learn independent living skills. The soft skills of being able to communicate, work in a team and make sound, informed decisions are also a vital part of the provision.
- Post 16 students sometimes need a longer time to develop emotional maturity as a result of their SEN difficulties. e.g. Autism.
- Post 16 prefects also need the opportunity to keep physically fit, thus all are offered PE.

Wemms Education Centre's curriculum provision for Sixth Form aims to:

- Provide a broad and balanced education for all Sixth Form that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills, future learning and employment.
- Enable students to develop knowledge, understand concepts and acquire skills appropriate to their age and ability; to be able to make relevant choices and apply these in pertinent situations.
- To promote social and communication skills often lacking in SEND students.
- To provide individual and personal strategies that are helpful in ameliorating the effects of anxiety and discomfort in unfamiliar situations.
- To provide missing academic knowledge and information as a result of long-term absence.
- Support students' spiritual, moral, social and cultural development.
- Support students' physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all Sixth Form students, with high expectations for every student and appropriate levels of challenge and support.
- Have a high academic/vocational/technical ambition for all students.
- Equip students with the knowledge and cultural capital they need to succeed in life.
- To promote new experiences and expand understanding, courage and self-determination in order to cope with life.
- To promote personal growth, self-belief and confidence.
- Provide subject choices that support Sixth Form learning and progression, and enable them to work towards achieving their goals.
- To provide Sixth Form Students with independent, impartial careers guidance, and that this appropriately resourced.

- To support Sixth Former Students with University Applications, Personal Statements and interview techniques.
- To support Sixth Form students with college applications, Apprenticeships or other areas of study relevant to their life choices and abilities.
- To provide quiet areas within the school appropriate to independent study and that the Sixth Form have support in place to achieve their aims and course requirements.
- Sixth Formers have the opportunity to learn to drive.
- Sixth Formers can train for a DOE gold medal.
- The Sixth Form are all welcome to become members of the WET Team (Wemms Events Management) where they will be offered training in the form of how to organise a special event- graduation for example.
- Understand that, despite SEND difficulties, it is possible using transferable skills to access future employment using their existing capabilities.

## 2. Roles and Responsibilities

### 2.1 Principal

The Principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the Sixth Form curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met.
- The amount of time provided for teaching the required elements of the curriculum for the Sixth Form is adequate and is reviewed by the Board of Trustees. The school's procedures for assessment should meet all legal requirements.
- The Board of Trustees is fully involved in decision-making processes that relate to the breadth and balance of the Sixth Form curriculum.
- The Board of Trustees is advised on Sixth Form targets in order to make informed decisions.
- Proper provision is in place for Sixth Form students with different abilities and needs.
- The day-to-day responsibility for Sixth Form Provision is the Head of Sixth Form.

### 2.2 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

- The academic provision of the school is separated into subject faculties, overseen by a Head of Department. Their responsibility is to ensure the smooth operation of the department, co-ordinate schemes of work, share good practice, create and implement the department action plan, oversee progress and appropriate record keeping, implement action to help failing students, line manage staff and mentor new or training staff.

### 3. Organisation and Planning

- Department Heads have flexibility in their curriculum approach. Some departments e.g. Science and Maths focus on a thematic approach, based on the core skills or body of knowledge – Biology, Chemistry and Physics. At KS4 and KS5 the creative aspect of the subject becomes secondary to the strict curriculum requirements of the exams. There will be some Sixth Form students who have been unable to complete GCSE courses due to ill health. They will be given the opportunity to catch up and take GCSE exams should they wish to.
- Decisions on the approach taken by the Department to the management of the curriculum is reached by consensus, overseen by Department Heads and Executive Officers. The emphasis in the school is on team work as it gives a consistency to students who have had little or no examples of this approach in their educational experience to date.
- This approach is important due to the diverse and complex nature of the students' backgrounds. Some have been absent from school for a number of years. Some flexibility in the organisation of the curriculum best serves the history of the students and models a co-operative and inclusive way of working together that has wide benefits to both the students and the school as a whole.
- The ethos of the school is to prepare Sixth Form students appropriately for the next stage in their development and to provide skills and knowledge for life- for example, learning to drive.
- An important principle underpinning curriculum content choices and sequencing is respect for subject disciplines. Whether organised in discrete subjects or in 'topic' based approaches, progression in knowledge and understanding in subjects will usually drive choices and decisions about Sixth Form curriculum design. Supported and challenged by senior leaders, subject leaders and co-ordinators will usually lead on subject curriculum decisions.
- Curriculum development is an on-going and a part of the school's self-review. Every cycle of self-review and improvement planning will include the curriculum as a core focus area. As the school is responsible for determining and implementing the Sixth Form curriculum and approach to assessment, the self-review processes will focus on the effectiveness and impact of academy curricula. The curriculum is the cornerstone for workforce development. Good curriculum thinking and design requires intellectual and professional development and commitment. Working on the curriculum is an essential part of developing the skills and expertise of teachers and leaders. A focus on on-going curriculum development will help to strengthen recruitment, retention and succession planning.
- Relationships and Health Education, both for primary and secondary students is provided by the PSHE course and SMSC but for Wemms Sixth Form students a critical factor is both age and, more importantly, emotional maturity. Both SEND disabilities and experience can delay development and provision is made in the school to allow individual students to be given sensitive information in a way that is commensurate with their understanding, age and maturity and in a format best suited to their needs. Agreement between the parents and the school is considered vitally important to achieve the desired outcomes.
- As a SEND school, Wemms provides a robust curriculum of visits supporting SMSC provision. In the last year and following the easing of Covid-19 restrictions, there have been visits to Hampton Court, Westminster Abbey, Battle, a cruise around the British coast, the Wetlands Centre, Chessington World of Adventures, The Science

Museum, various theatre trips, and an army assault course at Camelot near Dorking. A week long residential course usually takes place in the autumn term, government restrictions permitting. Our most recent residential trips include a craft centre in Devon in November 2021, with a MFL trip to Spain in March 2023 and a PE trip to Nottingham in July 2023. In March 2024, a small number of students visited Auschwitz-Birkenau as a part of the History course.

- Careers Guidance is commensurate with the Baker Clause (section 42B of the Education Act 1997) and Wemms Education Centre embraces the opportunity to offer careers advice from outside agencies, as well as exploring the academic route for students who wish to follow this path. Alumni of the school include a previous student who has taken a B. Tech and is training in osteopathy, another who took a course in Animal Management and is training to be a zookeeper and a recent leaver who is pursuing a career in hospitality. Recent leavers include others who are going to university and two potential chefs. The nature of student's disabilities and experiences can influence career choice. The school strongly believes that no student should be a passenger in life and that success is dependent on finding the correct and most appropriate career that makes best use of a wide variety of skills. The school will continue to robustly find the best fit for its unique student.
- All departments share resources in a departmental library on SharePoint and best practice is the focus of most departmental meetings, which take place weekly. In the spirit of the co-operation which is the hallmark of the Wemms Education Centre ethos, departments also share best practise and resources with each other; there is an emphasis on Sixth Form cross- curricular activities and lessons that enrich learning, depth and understanding of the way the world works. For example, the Art department recently focused drawing 3D shapes with help from the Maths department. For students challenged by disability, it is vital that connections are drawn by staff and good practice in school, as the understanding of the neuro-typical, which is often instinctive, can be absent in those with a SEND diagnosis.

#### 4. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students.
- Students with low prior attainment.
- Students from disadvantaged backgrounds.
- Students with SEN.
- Students with English as an additional language (EAL).

Teachers will plan lessons so that Sixth Form students with SEN and/or disabilities can study every A Level or GCSE subject offered wherever possible and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of student whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Further information can be found in

- our statement of equality information and objectives,
- our SEN policy and information report,
- EAL policy,
- Inclusion policy,
- Accessibility policy,
- Equality policy.

## 5. Monitoring Arrangements

- Monitoring takes place discreetly as most of the students, even Sixth Formers, find the concept of testing induces anxiety. Small quizzes, individual questions, paragraphs delivered at the end of a lesson over consecutive days (rather than a complete essay) are more effective than offering a 'test'. Exam questions are delivered slowly and never as a whole exam until much nearer to the exam deadlines. Records are kept by individual teachers and fed into departmental spreadsheets, stored on-line. As students progress, they become confident enough to work on essays as homework or in a private study lesson but this is after a period of supportive classroom modelling, co-operative working in a group and plenty of preparation. Sixth form students new to Wemms Education Centre will require more nurture.
- SENCO provide informal testing for new Sixth Form Students where no data from their previous academic setting is available.
- Each department provides an appropriate Learning Ladder, a half termly record of progress for each individual child, kept in their books but also on SharePoint.
- SMT individually follow a Learning Walk each week. This is a successful way to monitor best practice but also allows SMT to see and celebrate other departments achievements and to gain an overall knowledge of the school progress. This has been an uplifting and enjoyable addition to the monitoring process and will continue. The students enjoy the process of celebrating their achievements and the staff.

Heads of Department and members of the Exec and SMT Teams monitor the way their subject is taught throughout the school by:

- Learning walks, deep dives, Book checks and Learning Ladders.
- Heads of Department and members of the Exec and SMT also have responsibility for monitoring the way in which resources are stored and managed.
- This policy will be reviewed every year by the Principal and members of the Exec Team. At every review the Board of Trustees will be present and included.

This policy relates to the following policies and procedures:

- Curriculum Policy
- Assessment Policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives'
- Exam Contingency plan