**6th Form at Hill Top School**

**SCHOOL VISION**

We believe that all young people should be as independent as they can be, irrespective of starting point.  We will develop the essential skills of communication, employability skills as well as emotional wellbeing.  We want our pupils to be global citizens and contribute and be part of their community (local/national & international).  We want our pupils to be happy, confident, healthy, safe and have their voices heard.  We aim to prepare our pupils for life beyond Hill Top School.

**Intent:** For our pupils in 6th form, we acknowledge that they have a short amount of time with us and we aim to make the most of it, with a highly personalized curriculum for each pupil, which will allow pupils to meet their individual end points and for them to access their next step beyond Hill Top. We aim to involve pupils in their target setting and planning, as much as possible, so they feel confident to advocate for themselves and are fully informed to make their decisions about the next step. We aim for the pupils in 6th Form continue to work on their independence, in a way that is appropriate to them, develop their life skills and their emotional and mental health and wellbeing, including resilience, self- regulation and confidence.

**Implementation:** Everything our pupils do in 6th form is connected to the preparing for adulthood (PfA) agenda. We continue to have 3 different pathways in 6th form, to accommodate the needs of all of our pupils. All pupils in 6th Form have a learning plan, which lays out the intended outcome by the end of Y12 and then by Y13 where appropriate. This includes any accreditations which may be relevant in English, Maths and skills for employment.

*Informal Curriculum:* Pupils on our informal curriculum continue to access learning in a non-subject specific way. Pupils on this pathway don’t focus on accreditation, as it isn’t appropriate for their next step of learning. Staff work with pupils on their communication skills, engagement, social understanding and their independent living skills with a focus on keeping themselves safe. They will have experience of the world of work in the form of visitors and curriculum visits.

*Semi-Formal Curriculum:* Pupils on our semi-formal curriculum access the curriculum with some subject specific learning. Pupils have discreet English and Maths lessons, with a focus on functional application and retaining and generalizing their knowledge to new situations and real-life settings. Pupils will access supported work experience in school, enterprise opportunities and some external work placements, as appropriate. Pupils continue to develop their independent living skills, including supported travel training, to allow them to live as independently as possible when they leave Hill Top. Pupils will access unit awards or a diploma in Employability skills. Pupils on this pathway will also have the opportunity to explore some interests and hobbies, through sessions such as drama and science.

*Formal Curriculum:* Pupils on our formal curriculum access more discreet subject learning and will have an end point of formal accreditation in English, Maths which will extend their skills learnt in KS4, as well as Employability skills. Pupils will have work experience through external providers and they will be work on weekly enterprise activities. Pupils will work to develop their independent living skills, including extending the independent travel knowledge they acquired in KS4. Pupils on this pathway will also have the opportunity to explore some interests and hobbies, through sessions such as drama and science.

**Impact:** Impact is measured through progress towards the individualized learning plans, which take the EHCP targets and breaks them down to smaller termly targets. Some pupils will be working towards accreditation, and this will be set based on Y11 attainment and through conversations with pupils about their desired leavers destination and the entry requirements for those courses. Teacher assessment and marking and pupils’ self-assessment, allows staff and pupils to identify next steps. Impact can also be measured through tracking destinations of our leavers and the number of pupils who move into further education, apprenticeship or employment.