

## Post 16 at Liberty Academy Trust – ‘Ready for the Real World’

The students at Liberty Academy Trust all have an EHCP for a primary need of Autism. However, this does not mean that all students are the same. The post-16 curriculum at a Liberty school is tailored to provide high quality teaching and preparation for adulthood, so that our students leave us as confident learners and positive citizens.

### The Aims of the Post 16 Curriculum

Data from the National Autistic Society and the Office of National Statistics suggests that only around 25% of autistic adults are in employment; we do not want *any* of our students to become part of the 75% who are not - either now or in the future. The aims of the post-16 curriculum are therefore to:

- Deliver a broad and balanced curriculum which meets all students needs, aspirations, and interests.
- Provide high quality careers information and guidance, so that all students are well-informed and understand the wealth of opportunities available to them.
- Ensure that outstanding progress is made against EHCP academic and wider targets, so that all students are well-prepared for life beyond school.

### Achieving a Good Quality of Life

Everything we do at Liberty, is underpinned by the **Quality-of-Life Framework**; a framework that recognises 8 key areas that have the potential to positively impact the quality of an individual's life.



All students are taught a range of key skills which ensures each of the 8 areas are covered in detail; this includes modules in money management, home cooking, and personal safety, as examples.

## The Curriculum Offer

As with our lower schools, all Liberty 6<sup>th</sup> form students follow a Communication and a Personal Development Domain, designed to develop knowledge and understanding in the following areas:

Communication Domain	Personal Development Domain
<ul style="list-style-type: none"><li>• Working with others</li><li>• Self-regulation</li><li>• Effective listening</li><li>• Communicating for different purposes</li><li>• Talk for Learning</li><li>• Social Conventions</li><li>• Effective Questioning</li><li>• Inference and Deduction</li><li>• Debating</li></ul>	<ul style="list-style-type: none"><li>• Independent Living</li><li>• Careers Development</li><li>• Local, National, and Global Citizenship</li><li>• Culture and Community</li><li>• Positive Relationships</li><li>• Physical Health</li><li>• Mental Wellbeing</li><li>• Staying Safe</li></ul>

To ensure the key skills learned, as part of the wider offer, are applied, all students undertake a *minimum* of one **work experience**; this may be completed at any time throughout their 6<sup>th</sup> form education and may be accessed internally or externally, as appropriate.

All students follow a pathway appropriate to their ability and which prepares them for their chosen next steps.

### Curriculum Pathways

The **Academic Pathway** is aimed at students who have the cognitive and academic skills to be able to access traditional qualifications. Students are offered subjects which lead to Level 3 BTECs and/or A-Level qualifications.

Students following the academic pathway are often interested in pursuing a **University** degree; if this is the case, they will also undertake a minimum of two University visits by the end of Year 13.

Students can also access a range of *virtual tours* for as many Universities as they like through this [link](#).

Students following the academic pathway are supported to successfully transition to Higher Education, as their ultimate aim.

The **Vocational Pathway** is aimed at students who wish to follow a more vocational pathway; perhaps they have a specific interest or would like to enter a particular **industry**.

Where required, qualifications are also offered at Functional Skills or GCSE Level in English and Maths, to ensure all students have the literacy and numeracy skills needed to progress in their careers and in life.

Students following the vocational pathway are supported to successfully transition into employment, as their ultimate aim. Recent students have successfully

transitioned into vocational pathways Roots and Shoots, The Choices College and The Autism Project.

The **Supported Vocational Pathway** is aimed at students looking to develop and build their skills of **independence**. Students following this pathway may struggle with traditionally academic subjects or may have significant learning difficulties.

Where required, qualifications are also offered at Entry Level and Functional Skills Level 1 in English and Maths, to ensure all students have the literacy and numeracy skills needed to progress in their careers and in life.

Students following the supported vocational pathway are supported to successfully transition to independence and self-sufficiency, as their ultimate aim. Recent students have successfully completed Vanguard Supported Internships AQA programme as well as additional workshops to support their transition.

### Overview of Liberty Post-16 Curriculum

The post-16 curriculum provides three distinct pathways; however, there is some flexibility. In some instances, students are able to remain at a Liberty school until Year 14 to ensure progression is achieved at their pace, or where there have been gaps in previous education.

The graphic below illustrates the typical progression routes for Liberty students.

	Year 12	Year 13	Above Year 13
<b>ALL</b>	Quality of Life Communication Personal Development Work Experience		
<b>ACADEMIC</b>	AS/A Level and Level 3 BTECs	AS/A Level and Level 3 BTECs	Transition to University
<b>VOCATIONAL</b>	T Levels		Transition to Employment
	Local College Level 2	Local College Partnership Level 3	
	GCSE or Functional Skills Level 2 in English and Maths	Local College Partnership Level 2 / 3	
<b>SUPPORTED VOCATIONAL</b>	Local College Level 1	Local College Level 2	
	Entry Level or Functional Skills Level 1	Supported Internship or Local College Level 1	Transition to Employment or Local College Level 2

## Supporting Successful Transition to Life Beyond School

Through the allocation of a **Key Worker**, every student at a Liberty school is supported in both their studies and their personal development. A school-based **Careers Lead** is available in each school to provide tailored careers information and guidance which meets the responsibilities of both Statutory Guidance and the National Careers Strategy, as well as best practice expectations.

All students have access to independent and **impartial careers guidance external to the school**; this can include but is not limited to: accessing careers apps and websites, encounters with employers, and resources provided by the National Careers Service.

As part of the **provider access legislation** (also known as the Baker Clause) that came into force in January 2023, all Liberty schools adhere to the expectation in post-16 for all students to have access to a minimum of “**two encounters** with a provider of technical education or apprenticeships”; these can take place at any time during Year 12 or between 1 September and 28 February during Year 13.

Where appropriate, we support any student to apply for [Access to Work](#); this is a national scheme which offers grants or support with mental health for those in paid work. Students are eligible to apply once they are 16 and in a full or part-time job.

Parents, carers and families are encouraged to access information about career progression and future study options, so that students can be **supported at home** and at school.

This includes access to [Preparing for Adulthood](#) materials produced by the Council for Disabled Children, the National Development Team for Inclusion (NDTI) [website](#), and the [Talking Futures](#) parent toolkit for career conversations.