

School Development Plan Objectives for Sixth Form: 2018-2019

Aim	Objective	Target group	Action	Who is responsible?	Dates	Evidence
To ensure that the S6 class team have identified the specific needs of individual pupils in S6.	To ensure that lead staff in Oak Class are knowledgeable of the specific needs of each S6 pupil to inform our planning for their final year at school.	S6 pupils	Oak Class lead staff to- <ul style="list-style-type: none"> read and become familiar with S6 pupils' files identify the specific needs of individual S6 pupils 	A. Cook	Oct 2018	Pupil pen portraits and individual risk assessments up-dated, filed in IEPs and planning folder. MAPP targets written for S6 pupils.
To develop a curriculum, based on MAPP, and a timetable for the S6 students which is appropriate to their needs and which develops their independent living skills.	To ensure that we are providing a balanced curriculum which prepares S6 pupils for life after school.	S6 pupils	<ul style="list-style-type: none"> Oak Class leads to develop a timetable for S6 pupils which meets their specific needs, including ASDAN, Life Skills, core skills curriculum and work experience. To identify appropriate MAPP targets for each pupil Staff to review the timetable each term and, where possible, adapt to suit pupil needs. Refer to the Action Plan for ASDAN (Mrs Tait) 	A. Cook	From Sep 2018, ongoing	Pupil timetables Pupils' ASDAN folders Evidence in IEPs.
To provide opportunities for pupils to explore the options and pathways available to them post-school (including education, training and employment) and to support them through this process.	To ensure that pupils are informed of the options available to them after they leave school. To ensure that pupils are involved in the planning process and feel supported throughout. To ensure that pupils have knowledge of a range of jobs and careers.	S6 pupils	<ul style="list-style-type: none"> To research post-school destinations (education; social) To arrange Susan Kent, Careers Advisor, to talk to individual pupils about their future options. To arrange visits to colleges, and social care providers. To work with Rachel Usher, Person Centred Planner, to support Sixth Form pupils in their individual planning. To provide opportunities for pupils and parents to learn about post-school options (e.g., Post school information afternoon) Refer to -Action Plan for Work Experience and Careers (KF) 	A. Cook with support from V. Henry	From Sep 2018 ongoing	Pupil note books, folders and/or diaries relating to post-school options, work experience, jobs and careers. Evidence in log books and IEPs. Notes/minutes of staff meetings.

To co-ordinate support with outside agencies where appropriate as part of the transition process	To ensure that pupils are supported by a range of professional during the transition process.	S6 pupils	<ul style="list-style-type: none"> To plan for transition as part of the Annual Review/EHCP process To discuss the individual needs of S6 pupils with outside professionals To up-date outside agencies of any developments when appropriate. 	A.Cook with support from V. Henry	Annual Review/EH CP Process from Oct 2018	Annual Review/EHCP documentation. Transition paperwork. Notes taken from any conversations with outside agencies.
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To provide opportunities for work experience within school and in the community as appropriate.	To ensure that pupils develop their knowledge, understanding and skills of working life. To ensure that pupils gradually develop their independence in their chosen work experience.	S6 pupils	<i>Refer to Action Plan for Work Experience and Careers.</i> <ul style="list-style-type: none"> To identify work experience opportunities suited each individual pupil, in school and/or in the community 	K. Foreman A. Cook	Sep 2018 onwards	Pupils' work experience diaries/evaluation forms Notes/minutes from staff meetings to discuss progress.
To develop S6 students and Prefect pupils' levels of responsibilities within school	To ensure that S6 pupils develop a sense of increased responsibility within the school setting and have a sense of pride in the achievements they make during their S6.	S6 pupils	<ul style="list-style-type: none"> To inform staff that Prefects are available to take on responsibilities (e.g. have a prefect notice board) Staff to make suggestions for jobs and responsibilities Staff to give verbal and written feedback to pupils 	A.Cook with support from V. Henry	From Sep 2018, ongoing	Collation of staff feedback to Prefects. Photographic evidence where appropriate.