



## 14 to 19 Policy



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**This policy should be read in conjunction with the school Pathways to Independence Curriculum Policy**

## **14-19 Policy Overview**

The 14-19 Policy covers both Key Stages 4 and 5. The curriculum is structured to ensure that learners are prepared for the next stage of life. The learning opportunities are planned to develop skills and knowledge identified through the Preparation for Adulthood Agenda pathways with a key emphasis on the development of independent living and employability skills.

### **Key Stage 4 Overview**

In Key Stage 4, our focus remains on providing a personalised and enriching curriculum that supports learners to apply the skills and knowledge they have acquired throughout their education to date. We recognise the importance of preparing learners for their best possible futures, and therefore our Personalised Learning Goals from Year 9 onwards are based on the four areas of the Preparing for Adulthood agenda: Education & Employment, Independent Living, Community Inclusion, and Good Health.

Our core curriculum subjects of Maths, English, PSHE and PE are delivered through practical, real-life experiences that allow learners to apply their previously acquired skills and knowledge. Learners are encouraged to use their decision-making skills to assess risks based on their prior knowledge, personal experience, and individual preferences, while recognising the impact of their decisions on themselves and others.

For learners on the Subject-Specific Path, we offer NOCN Independent Living, NOCN English and Maths Skills Awards, and the Discovery Arts Award to provide further opportunities to develop and showcase acquired skills and knowledge. We work closely with the CSW Group to support our learners and all of their families in making informed choices about their post-16 options.

In addition to our curriculum offer, we also provide learners with opportunities to take part in personal development opportunities such as the Ten Tors Jubilee Challenge, work related learning access to leisure facilities and enterprise opportunities, which further develop their skills and enhance their learning experience. Our goal is to equip learners with the skills and confidence they need to succeed in their future endeavours.

### **Key Stage 5 Overview**

In Key Stage 5, we continue to prioritise personalisation to ensure that learners are well-prepared for their next steps in education, employment, training, and life. Our learners transfer their acquired skills and knowledge into practice as they prepare for aspirational next steps. Personalised learning programs are tailored to meet the needs and interests of individual learners to ensure successful transition.

Personal development remains a key focus in Key Stage 5. We understand the importance of developing learners' confidence, self-esteem, resilience, critical thinking, communication, and problem-solving skills in real-life and/or work situations. We provide learners with age-appropriate, purposeful, and meaningful experiences that promote the development of these skills.

We provide learners with regular opportunities to access the community, where they can develop essential skills such as travel training, road safety, and accessing different services. We support our learners to acquire new skills that they can transfer to other contexts and settings. Work-related learning is a key focus, and learners on the subject-specific path work towards NOCN Using Employability Skills, NOCN English and Maths Skills Awards, and the Explore Arts Award. We encourage participation in the Duke of Edinburgh Award to develop a range of valuable skills and experiences to further their personal development.

## Aims of the 14 to 19 Offer



# We Cann...

Together, we aspire to create a nurturing school community by being aspirational, learner focused, collaborative and progressive.

We develop each learner's communication and independence through their school journey to prepare them for the wider world through creative and personalised learning, actively contributing to society, leading to healthy and fulfilled lives.

**Together, 'We Cann...' be**


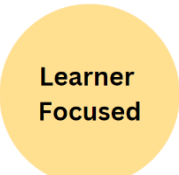


Aspirational

Learner Focused

Collaborative

Progressive

Our 14-19 Curriculum aligns with our Pathways to Independence Curriculum aims. Through our curriculum we intend to:

 <p><b>Aspirational</b></p>	<ul style="list-style-type: none"> <li>• Ensure our school offer and curriculum focuses on what learners need to succeed in life now, later and leading to adulthood, aimed at improving their outcomes by equipping them further with the skills and knowledge they need to succeed, empowering them to reach their full potential and encouraging them to aim high.</li> <li>• Provide a broad and balanced curriculum that inspires learners offering relevant real-life experiences, ensuring that every opportunity is a learning opportunity.</li> </ul>
 <p><b>Learner Focused</b></p>	<ul style="list-style-type: none"> <li>• Ensure all learners are motivated and inspired to develop a lifelong interest in learning, equipping them with the knowledge and cultural capital they need to succeed in life.</li> <li>• Support learners' personal development, physical development, maths, their communication, language, literacy and phonics skills, and where appropriate functional skills securing equal access to learning for all learners, considering their individual needs, abilities, and interests.</li> <li>• Emphasise experiential learning, feedback, and assessment designed to help learners learn and grow.</li> </ul>
 <p><b>Collaborative</b></p>	<ul style="list-style-type: none"> <li>• Ensure learner voice to ensure that all learners' views and aspirations and that of their families, are obtained and valued, promoting teamwork, communication, learner voice, and leadership skills.</li> <li>• Secure the involvement of the community in the learning process, creating opportunities for collaboration with local schools, organisations and businesses.</li> </ul>
 <p><b>Progressive</b></p>	<ul style="list-style-type: none"> <li>• Provide a personalised learning approach that goes beyond traditional academic subjects, encouraging creativity and practical life skills.</li> <li>• Use technology as a tool to enhance learning and prepare learners for the digital age, focusing on local, regional, national, and global issues and encouraging learners to become active participants in their communities.</li> <li>• Prepare learners for the challenges of the 21st century by equipping them with the skills and knowledge they need to succeed in an ever-changing world.</li> </ul>

## **Statement of Intent**

At Cann Bridge, our primary goal is to prepare all learners for their future lives, ensuring they have the necessary skills and knowledge to become independent and successful individuals. To achieve this, our curriculum in Key Stage 4 starts in Year 9 which reflects our intent aligning this with the Preparation for Adulthood (PfA) themes, enhancing the statutory National Curriculum requirements to develop essential skills to ensure they are further prepared to make a positive contribution.

The Preparing for Adulthood programme (PfA) was developed and delivered by the National Development Team for inclusion (NDTi). PfA aims to support young people into adulthood with paid employment, good health, independent living options and friends, relationships and community inclusion.

### **Independent Living**

We are committed to empower learners with the skills, knowledge, and confidence required for developing independent living skills. Our overarching goal is to foster a holistic development approach that goes beyond academic achievements, focusing on preparing learners for life beyond the school setting. Through a tailored curriculum, we aim to equip learners with essential life skills, including financial literacy, effective communication, time management, and problem-solving. We strive to create a learning environment that promotes self-reliance, resilience, and a positive sense of identity. By emphasising independence, we aspire to instil a sense of empowerment in our learners, ensuring they are well-prepared for the challenges and opportunities that lie ahead in their adult lives.

### **Communication & Social Interaction**

We prioritise and enhance communication and social interaction skills among our learners. Recognising the pivotal role these skills play in fostering meaningful relationships and navigating the complexities of the world, our curriculum is designed to provide comprehensive support in communication development. We aim to create a nurturing environment that encourages effective verbal and non-verbal communication, social awareness, and interpersonal skills. Through a combination of tailored teaching and learning activities, collaborative projects, and inclusive initiatives, we aspire to build a foundation that enables our learners to confidently engage with their peers and the wider community. Our goal is to equip learners with the skills necessary to express themselves, understand others, and thrive in various social contexts, thereby enhancing their overall quality of life and preparing them for a successful transition to adulthood.

### **Learning & Work**

We seamlessly work to integrate learning and work, laying the groundwork for a smooth transition for learners to further education, employment, training or bespoke packages. Our curriculum is designed to provide learners with a holistic education that not only nurtures academic learning but also applied and practical learning relevant to the workplace and life. Through a combination of hands-on experiences, vocational training, and qualifications, we aim to bridge the gap between classroom learning and real-world application. We are committed to fostering a dynamic learning environment that encourages curiosity, critical thinking, and adaptability, preparing our learners for the ever-evolving demands of life. By instilling a strong work ethic, effective problem-solving abilities, and a passion for continuous learning, our curriculum is tailored to empower learners with the tools they need to succeed in their chosen path beyond Cann Bridge School.

## **Being Healthy**

We prioritise the holistic well-being of our learners through a comprehensive focus on "Being Healthy." Our curriculum seeks to instil lifelong habits that promote physical, mental, and emotional health. Through a blend of knowledge, practical experiences, and personalised support and interventions, we aim to teach learners about the importance of maintaining a healthy lifestyle. This includes fostering a balanced approach to nutrition, physical fitness, and mental well-being. Our goal is not only to provide learners with the necessary knowledge but also to empower them to make informed choices that positively impact their overall health. By promoting healthy habits, self-care, and resilience, we endeavour to equip our learners with the skills they need to lead fulfilling and healthy lives, setting a strong foundation for their well-being as they transition into adulthood.

## **Implementation**

The curriculum from Year 9, secures a focus on teaching and learning time on key areas that directly contribute to our learners' future success. This approach allows for a more informed focus on skills and knowledge, ensuring a strong foundation for the transition into adulthood.

Using learners' prior summative assessment outcomes (Engagement/Progression Steps) formulated at the end of Year 8, learners' abilities are baselined and next steps identified within the Steps 4 Life framework. This assessment framework aligns with our pedagogy and subsequent teaching delivery of the 14-19 curriculum, allowing us to have a clear and comprehensive understanding of their progress and acquisition of skills and knowledge over time and their next steps.

To ensure our curriculum remains broad and balanced we secure the ongoing delivery of National Curriculum subjects through enrichment study programmes. These provide opportunities for learners to explore a variety of subjects and interests enhanced by the Preparation for Adulthood themes, promoting a well-rounded education. The programme of study is laid out in the Long-Term Plan document.

Learners will have outcomes for adulthood identified in their Year 9 EHCP annual review, and each subsequent review. These agreed outcomes will inform Personalised Learning Goals to create a bespoke set of aspirational yet achievable targets that will be frequently monitored and evaluated. This will enable teaching staff to secure individualised small steps of progress across all areas of learning and ensure learners will be as prepared as possible to enter the next phase whether that is in further education, employment, training or bespoke packages.

Learners will all be considered for entry against nationally recognised qualifications and entered for accreditations as appropriate to ability and personal achievement. There is further information on this in the access to Fair Assessment Policy and the Reasonable Adjustment and Special Consideration policy.

In addition to assessment against EHCP and PLG outcomes, the school assessment tool and accredited qualification criteria, staff use the Leuven Scales in observations, to measure levels of well-being and involvement, creating an overview of the impact of the curriculum on the emotional well-being of the individual and to ensure our learners are listened to.

As the final phase of learning at Cann Bridge School, we continue to use the SoSAFE! syllabus content and language to support our learners in order to promote and embed awareness of the importance of personal safety in day-to-day life and in preparation for independent or supported living. For more information on our PSHE and RSHE curriculum in Key stages 4 & 5, please see the PSHE and RSHE policies.

From Year 9, all learners will receive careers advice. This will take the form of regular meetings with a career advisor, visits to careers fairs, work related learning experiences, and support to visit post-16 and post-18 providers to gain experience and make informed decisions. This is all used to develop a robust transition plan. Learners will create a vocational profile and a communication passport, as required on an individual basis. For more information on our careers programme, please see the Cann Bridge Careers, Education, Information, Advice and Guidance (CEIAG) Policy.

### Structure of KS4 & KS5

The majority of our learners who move into Key Stage 4 are existing learners of Cann Bridge. However, learners can join at any stage, more commonly in KS5 to attend the sixth form provision. The school day begins at 0915 when most learners arrive on school transport, and others with parents or carers. We have a lunchbreak at 1230 and the school day ends at 1500.

For more information about admissions, school lunches, Free School Meals and school transport please see our school website.

### Curriculum

14 to 19 Offer		
Key Stage 4	Key Stage 5	
<b>Curriculum Coverage</b>		
English Maths Digital Skills Science (including Gardening) PSHE PE RE Cooking & Nutrition Careers The Arts (Music, Arts & Performing Arts)	English Maths Digital Skills PSHE RE Cooking & Nutrition Careers	
<b>Accreditation Offer</b>		
NOCN Independent Living (Entry level) NOCN English & Maths Skills Awards Arts Award Discover	NOCN Using Employability Skills (Entry level) NOCN English & Maths Skills Awards	
<b>Personal Development Opportunities</b>		
Ten Tors Jubilee Challenge Outdoor pursuits and adventure residential	Duke of Edinburgh Award Travel Training	
Transition visits as appropriate	<b>Year 12</b> WRL residential	<b>Year 13</b> Living away from home residential Transition visits
<b>Work Related Learning Opportunities</b>		
Snack Box: Providing hot snacks for sale to staff We Cann Do Enterprise: Retail, making items to sell We Cann Do Enterprise: Horticulture, planning and carrying out garden projects for profit Car Wash	School Café: Providing a café experience for younger learners Family Café: providing a café for parents and carers to attend Lunch Box: Selling pre-ordered lunches to staff Fish & Chip Shop: Cooking lunches for peers School-Based Work Experience	

## **Curriculum Planning**

The Cann Bridge Long Term Plan has been developed mapping the curriculum coverage, building on the skills and knowledge learners have gained as they have moved through the school. The Long-Term Plan makes clear the development of a comprehensive Scheme of Work to ensure a broad and balanced curriculum.

Accreditation units are mapped in the long-term plan for 14-19. As a department, teachers plan aspirational schemes of learning to meet the outlined skills and knowledge within the units. These units are tailored to pupils' interests, future aspirations and overarching curriculum intents.

When planning lessons and learning opportunities, staff consider the individual needs, interests, and stage of development of each learner, and use this information to plan challenging and enjoyable experiences. Staff consider whether specialist support is required, linking with relevant services from other agencies through the referral process, where appropriate.

The curriculum in Key Stages 4 and 5 places an emphasis on learning in real-life situations, allowing learners to apply their knowledge in a variety of situations. These visits are planned to enhance the curriculum and the development of learning. Some off-site visits are weekly, such as visits to public facilities or work experience placements. Some visits are on an occasional basis, such as a visit to a jobs fair or the Duke of Edinburgh Award expedition.

## **Teaching & Learning**

In KS4 learners are taught in mixed classes of year 9, 10 and 11 and follow a 3-year rolling programme. The mandatory subjects of the national curriculum at KS4 are taught, alongside an enhanced focus on independent skills.

In KS5 learners are taught in mixed groups of year 12 and 13 and follow a 2-year rolling programme. Students are grouped according to year group at points to support the learner to understand that they are on a pathway to taking the next step of their education or employment i.e. transition events.

*See: Appendix 1 Key Stage 4 Long Term Plan and Appendix 2 Key Stage 5 Long Term Plan*

## **Learning Environment**

The 14 to 19 learning environments are distinctive in how they look and feel, to reflect learners' age and stage appropriateness, and facilitate a high standard of teaching, learning and assessment, aligning to the whole school learning environment minimum expectations. We are constantly striving to promote independence for our learners and our learning environments are set up to promote this. The spaces are clutter free as all resources are appropriately labelled and stored so that learners are able to locate items independently. Wherever possible, learners take ownership, care and upkeep of their learning environments.

Communication systems are accessible to learners throughout the school day. Where required, 'First & Then' boards are used. Timetables and daily transitions are in a format that is most accessible to individual learners.

Displays are of a high standard, interactive and presented in a clear format. Display boards are backed with a consistent colour and border to aid to an autism friendly learning environment. Labels and posters are in line with the learning environment minimum expectations.



Within Key Stage 4, there are designated and maintained reading areas within each class, whereas in Key Stage 5 this can be found in the Common Room; a space for structured and free reading. Learners' Personalised Learning Goals are readily accessible.

Resources are age and stage appropriate. New and different resources that are not being used further down school are used to offer our students a different learning experience.

### **Assessment**

At Cann Bridge School, ongoing assessment is an integral part of the learning and development process. Staff observe learners, and record these using Evisense, to identify their level of achievements and levels of wellbeing and involvement (Leuven Scales). These ongoing observations are used to shape future planning. Staff also consider observations shared by parents/carers. In KS4 and KS5 progress is monitored using the B Squared Steps4Life Assessment Framework. The evidence is recorded against English, Maths, Digital Skills and identified adulthood curriculum areas such as Personal Social Development, Citizenship and Employability, capturing and tracking progress in all areas of learning. The school's Planning, Assessment, Marking, Reporting and Recording Policy provides detailed information on our approach to tracking and evaluating each learner's progress.

For learners new to the school in KS4 or KS5, baseline assessments are completed within 6 weeks. Baseline and ongoing assessments using the B Squared Steps4Life Framework, in addition to Education Health Care Plan (EHCP) Outcomes, identify learners' next steps in learning. Clearly identifying Personalised Learning Goals enables effective planning and teaching that meets individual needs and builds upon their existing skills and knowledge.

### **Accreditation**

Learners will be assessed before being entered for accredited qualifications from the NOCN awarding body. Learners will routinely be entered for accreditations at year 11 and year 13. Consideration will be given to those who have demonstrated the knowledge and ability to achieve a qualification, if they may be planning to leave the school at a point other than the end of Key Stage, to ensure that all learners move on with the highest achievement they are capable of.

All learners entered will achieve the highest they are able in NOCN English and Maths Skills Awards. Those who do not reach a level to be entered, will continue to work toward Entry Level English and Maths, ensuring a curriculum that is aspirational yet relevant to each individual.

Learners in KS4 will have their achievements accredited with the NOCN qualification in *Independent Living*. These modules offer a breadth of learning in practical life skills, supporting our strong ethos for learners to be as independent as possible in their adult lives. Learners who are still working pre-entry level will be supported to demonstrate good levels of progress in their personalised EHCP outcomes, their Personalised Learning Goals (PLGs), and their achievement on the *Connecting Steps* assessment tool, using the Steps4Life framework.

Learners in KS5 will aspire to achieve NOCN *Using Employability Skills*. This award is accessible from Entry level 1 upwards and learners will be entered for qualifications in line with their achievements in year 13. Those who are still working at pre-entry level, identified using the school's assessment tool, will be supported to make developments within their capabilities, measured by their progress in their personalised EHCP outcomes, their Personalised Learning Goals (PLGs) and their achievement on the *Connecting Steps* assessment tool.

Accreditation achievement data is gathered and scrutinised and learners are encouraged to be aspirational and reach their full potential, in order to make best progress both in school and in their chosen path after they have left.

By incorporating Personalised Learning Goals, informed by EHCP outcomes and the assessment framework, we can tailor the curriculum to meet the specific needs and aspirations of each learner. No learner is disadvantaged by the curriculum that they study.

### **Ten Tors & Duke of Edinburgh Award**

Learners in KS4 have the opportunity to participate in the annual Ten Tors Jubilee Challenge. The event is organised by the Army's Headquarters South West, with support from the Royal Navy and the Royal Air Force, as well as civilian emergency services and volunteers. The Jubilee Challenge is designed for young people aged 14-21 with a range of challenging conditions, who complete one of several routes according to their abilities. Training for the event takes between 3-6 months to ensure learners can maintain the required level of fitness to safely undertake the challenge. Learners are able to participate 3 times in order to receive bronze, silver and gold medals to mark the achievement.

In KS5, learners are encouraged to commit to achieve their Bronze Duke of Edinburgh Award (DofE). The DofE Award is a nationally recognised scheme that encourages young people to achieve in four identified areas under the headings of volunteering, physical, skills and expedition. Learners develop skills such as perseverance, team work and helping others as well as promoting physical activity and enjoyment of the world, especially the great outdoors. Learners select their own challenges and are involved in the planning of them. Activities can be undertaken in or out of school hours. Learners keep an activity log of the hours spent participating in each of the four areas, which must be verified before they receive the certificate and medal.

## **Impact**

Learners move onto successful post 16 or post 18 placements. Learners take with them a secure knowledge and understanding of their skills and personal qualities. Learners have the ability to ask questions and know where to seek help with their ambitions. Our young people are prepared for the World of Work, and the next step of their journey. Learners are able to maintain links with voluntary placements that have been set up and develop new links to enable different experiences or new environments. If capable, young people will have obtained functional skills qualifications that can be used to prove academic success and ensure that they can access the next level of qualification.

Learners are prepared, not only academically, but also socially for the challenges of adulthood. Integrating learning and work seamlessly, the curriculum prepares learners for the real world by combining classroom-based learning with practical experiences, vocational training, and hands-on activities.

Learners will leave with appropriate qualifications that ensure they are able to access the next level of their education and continue to make progress with their qualifications.

The value placed upon independent living is evident through a tailored curriculum that instils positive lifelong habits. The curriculum empowers learners to make informed choices, setting a strong foundation for their overall health and well-being as they navigate the journey to adulthood. The impact of Cann Bridge's curriculum extends far beyond the school setting, positioning learners to confidently contribute positively to society.

## **Monitoring, Evaluation, and Review**

We ensure equal and appropriate access to the 14 to 19 curriculum through ongoing monitoring, evaluation and review. The Assistant Headteacher for 14 to 19 conducts regular meetings with the curriculum team leads and monitors learners' learning and progress. The 14 to 19 Policy is reviewed yearly, and the action plan is updated accordingly. The lead also ensures that the policies and action plan align with the school's development plan.

Monitoring takes place in the form of:

- 14 to 19 Action Plan
- Personalised Learning Goals progress
- Learning Walks
- Planning
- B Squared & Evisense
- Accreditation Achievement
- Accreditation moderation
- Subject leader monitoring
- Destination Data
- EHCP Outcomes
- Leavers Surveys
- School Improvement Partner Visits
- Education Improvement Officer Visits
- Stakeholder Survey Results
- Staff training records and evaluations

We monitor destination data for three years which helps us to inform the Post-14 curriculum and confirm that placements are maintained, which help us to continue to modify the school offer if required. Destination data is kept on all learners and a simplified table is available to view on our website. A data spreadsheet adopted by Plymouth SEN schools gives clear information around predicted destinations for current learners, ensuring that support is relevant, resulting in a robust transition process that leads to successful placements.

## **Staff Training and Continued Professional Development**

At Cann Bridge School dedicated time is allocated each week to continuous professional development. This is further enhanced in KS4 and KS5 with additional dedicated time for specific training in matters relating to the areas of the 14-19 curriculum. This includes, but is not limited to, training in:

- PCC Travel Training
- Post 14 curriculum and areas of learning
- Adult safeguarding procedures
- Characteristics of effective learning
- Specialist teaching strategies

## **Working with parents and carers**

Pro-active working with parents and carers is essential at this stage in the young person's education. We need to ensure that parents are well-informed about the options available to their young person and that they know a timeline to enable them play an active role and be supportive of the journey. We recognise parents and carers as intrinsic to decision making and value the wealth of

knowledge that they hold on their child. At Cann Bridge School we want parents and carers to be involved in their child's learning and decision making. There are a number of ways we communicate with parents and encourage parental involvement, including:

- Enhanced transition out of school (as detailed below)
- Daily information sharing via learners' personal diaries and emails
- Parent forums
- Parents' evenings
- Review meetings
- Phone calls home
- Assembly
- Sharing of library books
- Parent coffee mornings
- Whole school events

### **Transition out of school**

Transitions out of Cann Bridge School can occur at any time, but they commonly occur at the end of Year 11 or at any point during Post Bridge College. The transition process is tailored to each learner, but commonly follows these key steps:

- **Visit from Proposed Placement Staff:** Placement staff members visit Cann Bridge School to observe and acquaint themselves with the learner in their current school setting.
- **Supported Visits to New Provider:** The learner is supported during initial visits to the new provider, ensuring a smoother transition.
- **Learner Feedback:** The learner provides feedback, often by creating a booklet about the proposed placement, fostering communication about preferences and expectations.
- **Unsupported Visits to New Provider:** As a natural progression, the learner undertakes visits to the new provider without direct support.

Each step is informed by the successful completion of the preceding one, and agreement between the learner, family, carers, and professionals involved determines the next stage.

For some learners, a more extended transition is deemed appropriate. The school actively supports this by facilitating a positive transition and ensuring the seamless continuation of the placement. Strategies may include weekly visits during the final year at Cann Bridge or a block placement to familiarise the learner with the new support staff team. In such cases, a personalised package is crafted to address the unique needs of the individual learner.

To further facilitate informed decisions, learners are encouraged to attend taster days and sessions. Collaborating with local providers, we aim to provide learners with a minimum of three visits, allowing ample opportunity to form and communicate their preferences. Our goal is to empower learners in making choices that align with their aspirations and contribute to a successful transition.

### **CSW Group**

The school has an impartial Careers Advisor appointed by the CSW Group. From Year 9 onwards, the advisor will work with family and learners to develop a careers action plan to start consider options post-16 and post-19, ensuring learners and their families are well prepared for their next steps. The careers advisor is invited to parents' evenings to meet learners and their parent/carers and give advice. The school supports the process by facilitating meetings and ensuring a member of staff attend if requested.

## **Working with Stakeholders**

*“Working effectively with other professionals, both within your setting, and externally is key to providing a good service to families. It supports the individual development of children, ensures continuity of care”. (PACEY)*

At Cann Bridge School, we are fortunate to work with a wide range of professionals. This supports positive outcomes for learners and provides a natural opportunity for continued professional development for staff. We work in partnership with local and national agencies to promote the wellbeing and learning of all children. When working with wider professionals we make those individuals feel welcome in the setting, and their professional roles are respected. We aim to work collaboratively with multi-agency professionals, creating a team approach to meeting the child’s needs by offering a combination of individually targeted interventions, and through integrating interventions into the day to day planning and routines of the class (under the guidance and direction of the specialist professionals).

Learners access wider professional teams via a referral process which is assessed according to learner need.

Please see the school Careers Education, Information, Advice and Guidance (CEIAG) Policy for information on statutory provider access.

## **Safeguarding and Welfare Procedures**

Safeguarding and welfare procedures are outlined in the school’s Child Protection and Safeguarding policy. In addition to these, the post 14 area of the school has an increased awareness of the appropriate nature of contact with outside professionals and members of the public. The school use the national Risk Assessment body, Evolve, through Plymouth City Council. This ensures there is robust monitoring of outside agencies that may be visited in the delivery of our curriculum and when accessing work experience or volunteering opportunities. Learners are encouraged to increase their independent opportunities in the local community and this inevitably involves contact with less familiar and unknown people. Across the school, we adopt the SoSAFE! model of teaching relationships. This ensures that all language used is consistent and embedded. Learners are secure in their knowledge of safe relationships and interactions.

## **Legislation**

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach, and the [16 to 19 Study Programmes Guidance](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education’s [Governance Handbook](#).

## **Monitoring Arrangements**

This policy will be reviewed and approved by the Headteacher and 14-19 curriculum Lead annually. At every review, the policy will be shared with the Governing Board.

## **Linked Policies**

This Policy should be read in conjunction with the following Cann Bridge policies:

- Pathways to Independence Curriculum
- Planning, Assessment, Marking, Reporting & Recording
- Behaviour & Statement of Behaviour Principles (including De-escalation & Physical Restraint)
- All subject policies
- Child Protection & Safeguarding
- Admissions
- Careers Education, Information, Advice and Guidance (CEIAG)
- Accreditations

All additional policies can be found on the school website.

**Appendix 1 and 2:**

**TO BE PUBLISHED**

