



Outcomes
First Group

Post-16 Policy

The Tower School
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1.0 POST 16 ETHOS

The Tower School Post-16 provision supports young people aged 16-19 to develop the knowledge, skills, qualifications and experiences needed to lead fulfilling adult lives. Our Post-16 curriculum is built around the four Preparation for Adulthood outcomes: independent living, employment, community inclusion and health and wellbeing.

Through personalised pathways, pupils continue to develop their literacy, numeracy, communication and self-advocacy skills whilst accessing meaningful qualifications, work-related learning and community experiences. Learning is tailored to pupils' strengths, aspirations, interests and EHCP outcomes, ensuring that every young person is prepared for their next destination, whether this is further education, employment, training or increased independence.

Our Post-16 provision is underpinned by neuroaffirming practice, the principles of PACE (Playfulness, Acceptance, Curiosity and Empathy) and Trauma-Informed Practice. We strive to create an environment in which pupils feel safe, understood, respected and empowered to achieve their personal ambitions.

2.0 AIMS

The Tower School Post 16 aims to:

- provide a comprehensive programme of study for each pupil that includes their academic subjects and enrichment opportunities;
- offer an enrichment programme which allows pupils opportunities to gain skills and awards through activities such as preparation for adulthood, work experience, online courses, pupil leadership, volunteering and Duke of Edinburgh;
- offer a progressive personal development programme which relates to careers advice and guidance, health & well-being, money and finance and culture capital;
- offer a wide range of qualifications and subjects taught by high quality teachers and subject specialists
- provide high quality teaching, resources, facilities and environment to support pupils to maximise their potential;
- recognise and reward pupil engagement and commitment through a programme of praise and reward
- provide opportunities for pupils to exercise responsibility and leadership;
- monitor the progress of pupils regularly and provide clear updates and reports to parents/carers throughout the academic year including with regards to attendance;
- work with parents to review progress and to help ensure pupils are on track to achieve qualifications;
- offer an inclusive environment where tolerance is promoted and discrimination and bullying of any kind is not accepted;
- support pupils' academic achievement and personal wellbeing including signposting to external support services where appropriate;
- working with external establishments and employers to seek appropriate future destinations;
- supporting pupils to develop an understanding of their own profiles and encourage self-advocacy skills;
- develop the knowledge, skills and confidence required for positive adulthood outcomes;

- support pupils to become effective self-advocates who understand their strengths, needs and aspirations;
- promote increasing independence through meaningful opportunities within school, the community and work-based settings; and
- provide personalised qualifications and accreditation pathways that reflect pupils' future goals and destinations.

The Tower School provides a broad and balanced curriculum, with learning broken into small steps and frequent opportunities to repeat and practice skills. We use evidence-based practice to identify the unique needs, difficulties and learning skills of each pupil, then provide personalised learning experiences.

Our School expects all pupils, including those at Post 16, to continuously demonstrate *Ready, Respectful and Safe* behaviours. In line with their diagnosis, pupils are explicitly taught about key themes such as mutual respect or tolerance – as well as how to respond and regulate when we do not understand expected language or do not feel ready, respectful or safe.

These expectations are reflected in the inclusive ethos and diverse nature of our school: they are essential in preparing our pupils for life in our diverse world. They promote and support the development and understanding of both fundamental British Values and social, moral, spiritual and cultural development.

3.0 OBJECTIVES

- To plan and deliver individual programmes based on the abilities and needs of the individual
- To ensure that pupils have an input into the planning of their programmes at a level appropriate to their level of understanding
- To promote self-advocacy through pastoral support and social and personal development.
- To promote problem solving skills in a variety of settings and environments
- To ensure that pupils progress towards an appropriate 'readiness for adulthood' throughout their time within the Post 16 provision
- To support pupils to obtain a range of appropriate accreditations
- To ensure that activities are age appropriate and take into account individual cultural, social, spiritual and moral needs

Our curriculum is designed to lead pupils to an independence that enables them to successfully access adult life and the wider community beyond The Tower School. This includes, where appropriate, opportunities for pupils to gain qualifications that hold currency for employers and for entry to further education, all the while fulfilling statutory requirements. We prepare pupils to make informed and appropriate choices at the end of KS5, increasing pupils' choices during their school career and beyond. Opportunities provided during work experience placements also support pupils in 'trying out' roles within employment sectors they may not have considered and help them to make informed decisions about further studies or next steps.

We support our pupils to develop an enquiring mind with the confidence to 'explore' through trial and error. Lessons enable pupils to gain an awareness of 'how' they learn best and develop skills to communicate effectively in verbal and/or written form, as well as acquiring information from various sources to record findings in various ways including the use of digital technology.

4.0 POST 16 CURRICULUM

Every pupil has an individual programme of study outlining what they will study over the 2-year period. Post 16 teachers and form tutors personalise work for each pupil according to their cognitive ability, academic level and wider personal targets using a variety of accreditation schemes as appropriate.

The curriculum content for each individual is based on long-term goals identified through individual awarding body specifications and encompasses targets within their Education and Healthcare Plan (EHCP). For all pupils, the curriculum encompasses the use of the local and wider community and, where appropriate, internal and external work experience provision.

All pupils continue the development of literacy and numeracy skills through continued study and/or cross curricular links.

Post 16 pupils are required to continue with English and Mathematics until they achieve a GCSE Grade 4 or above or Functional Skills Level 2.

All pupils will also study the following subjects:

- Preparation for adulthood
- Pathways - Careers
- PE
- PSHE/RSE

THE TOWER SCHOOL Post-16 accreditations available, where appropriate:

- GCSE English Language
- Functional Skills English
- GCSE Mathematics
- Functional Skills Mathematics
- GCSE Biology
- BTEC Sport
- BTEC Art and Design
- BTEC Music
- BTEC Esports
- Digital Functional Skills
- BTEC Home Cooking Skills
- NCFE Employability Skills
- Project Qualifications
- Duke of Edinburgh Award
- AQA Unit Award Scheme programmes

Covered throughout the curriculum, pupils also continue developing skills in:

- Work and employability
- Personal and social development
- Excursions and visits
- Teamwork
- Problem Solving
- Volunteering
- British values themes

The Tower School sets high aspirations for its pupils, and supports them to achieve appropriate, accessible qualifications in preparation for adulthood.

Work experience

Work-related learning and work experience form a key part of Preparation for Adulthood within Post-16. Pupils are supported to develop employability skills through internal enterprise opportunities, community-based experiences and external work placements where appropriate. Placements are carefully matched to pupils' interests, aspirations and support needs and are intended to develop confidence, workplace awareness,

independence and career readiness.

For pupils to be entered for accreditation the following must be met:

- Pupils must attend school and lessons regularly to have achieved the required learning hours to complete the course. Pupils may not be entered if sufficient evidence is not collated or areas of the specifications have not been covered due to absence
- The school must feel confident that the pupil, if entered, will attend and complete every part of the examination and therefore qualify for a grade

5.0 POST 16 PRIVILEGES

At The Tower School, we want to celebrate our Post 16 pupils through allowing them additional benefits. These privileges are given to pupils who show Ready, Respectful and Safe behaviours and are implemented to an individual when deemed ready. This decision will be made by school staff, in conjunction with the young person and their family.

The privileges for Post 16 pupils include:

- local community access during form times and lunchtimes (this can be either independent or supported, depending on the pupil need)
- access to a school fob which can support them moving around the school independently
- the opportunity to attend Post 16 club at lunchtimes, where they can access their technology (phones, portable consoles).

To receive and keep their Post 16 privileges, pupils will need to demonstrate that they are *Ready, Respectful and Safe*. They will need to always meet this criterion and risk losing their privileges if they do not.

Please see below for an example of the criteria which will be shared with pupils:

To show I am Ready, I will:

- Independently travel outside of school hours
- Cross the road safely
- Know how to tell the time and/or set a reminder so I can return to school on time
- Hand my phone in upon arrival at school. Hand my phone in when I return from lunch.
- Report lost key fobs immediately

To show I am Respectful, I will:

- Attend school regularly and engage positively with learning, working alongside staff and families to maximise attendance and participation.
- Work positively with staff and members of the community
- Treat my fob with respect, keep it safe and attached to my lanyard

To show I am Safe, I will:

- Display safe behaviours in school and the community
- Engage in a restorative conversation before leaving site if I have been unsafe that day
- Only use the key fob for myself and never give it to another pupil

During the school hours of 8:45am and 3pm school hold responsibility for my safety. I understand my community pass can be removed for periods of time if staff feel I may be unsafe in the community.

What does 'unsafe' mean?

Examples include physical aggression, kicking doors, shouting, swearing, making threats, harming others or self, property damage or anything else that is deemed unsafe by staff.

6.0 POST 16 PUPIL EXPECTATIONS AND AGREEMENT

Pupil's name:

Year 12 / Year 13 Pupil Privileges:

At The Tower School, our Year 12 / Year 13 privileges are highly important in aiding independence and life beyond The Tower School. For pupils to access Year 12 / Year 13 Privileges, pupils must follow the below expectations and guidelines:

Privileges Include:

- Independent access to the local community throughout break and lunch times
- Access to their mobile phones throughout lunchtime (Offsite/Tech Club)
- Access to an assigned school laptop
- Pupil fob access

Be Ready:

- Maintain a good level of engagement and ensure to attend all scheduled lessons on your timetable; completing set work
- Ensure you are ready with the equipment required for your timetabled lessons
- Dress appropriately if not wearing school uniform
- All mobile phones are to be handed in **on arrival** and placed into the designated pupil pouch

Be Respectful:

- Be a positive role model within the school community
- Follow all school policies including the behaviour, attendance and anti-bullying policies
- Complete all work set by the given deadlines while always trying your best. This includes classwork, coursework, independent study and any online learning

Be Safe:

- Behave in a safe and responsible way both within school and outside community
- When offsite, ensure to return to school on time
- Follow the school expectations on appropriate use of phones and technology
- Food and drinks items being brought back onto school premises need to be single size portions (no fizzy drinks, no share size food items)
- Pupils are to only use their Pupil Fob for individual use

If the above expectations and guidelines are not followed consistently, privileges can be reviewed at any time, and this will result in loss of privileges.

Pupil Name:	
Pupil Form Class:	
Pupil Signature:	Date:
Parent Signature:	Date:
Form Tutor Signature:	Date:



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