



John Chilton School



Post-16 Education



Confident - Independent - Motivated

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Our School and Post-16 Provision



Message from our Headteacher

I am honoured to be the Headteacher at John Chilton School with its experienced, skilled and dedicated staff and our fantastic pupils who are an inspiration to us all. Every day I take pride in the community that we have built as a team, learning from each other.

The school is an exciting, stimulating and innovative place to learn and we take huge satisfaction in knowing our young people well, in striving for improvement and in providing them with an environment in which they feel safe, well-supported and encouraged to succeed. We ensure that we meet the differing needs of our pupils by adapting the environment, developing learning pathways and having specialist teams and resources throughout the school. — Mrs. Sue Rademacher, Headteacher.

Post-16 Provision

Our Post-16 provision caters primarily for those pupils who have followed the Blue and Violet 'Engagement Pathway' throughout their time in the secondary phases of John Chilton School.

Our 6th Form offers a nurturing environment for our pupils, which enables them to; consolidate learning from previous years, apply their key life skills into the wider community and to further develop their independence and confidence with the support of familiar staff, environments and peer groups.

'This small and relatively new provision is making a real difference to the lives and life chances of this group of students.' - OFSTED, 2018

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Our Vision and Aims



In the John Chilton School 6th Form, we strive for the development of confident, motivated and independent young people who are well prepared for adulthood and life beyond the school environment.

We aim for our pupils to:

- Leave the school with the skills, abilities, potential and confidence to meet the challenge of adult life in a fast changing world.
- Gain independence skills including, travel, community and cooking skills wherever possible.
- Develop enquiring minds with an awareness of employment opportunities available to them.
- Communicate effectively and confidently.
- To be able to use functional English, maths and ICT skills within everyday situations.
- Develop positive attitudes towards healthy lifestyles, promoting physical and mental wellbeing through sport and leisure and social opportunities within the community.

'Pupils learn teamwork, taking on different responsibilities. They ask for help if they need it, knowing that adults encourage them to be as independent as possible.'—OFSTED, 2018



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Our Curriculum

Our bespoke Post-16 curriculum takes its lead from the 'Preparing for Adulthood' framework. We have used this framework to develop a curriculum that best meets the learning, physical and medical needs of pupils who access the Engagement Pathway at John Chilton School.

The curriculum and the learning opportunities that it encompasses will prepare our pupils for life beyond John Chilton School and provides them with the skills, confidence and personal attributes required to make positive and valuable contributions to wider society; to understand and make choices about how they spend their spare time and to ultimately enjoy a safe, fulfilling and healthy adult life.

Pupils' learning is enriched through a variety of sporting, musical and creative opportunities.

More information about the Preparing for Adulthood framework can be found at:

<https://www.preparingforadulthood.org.uk/>

Functional Skills Accreditation

For some pupils where appropriate, they will have access to functional skills qualifications. Pupils who attend John Chilton School 6th form generally and historically have successfully participated in 'Entry Level 1' examinations in functional English, Mathematics and ICT.

Pupils may wish to continue to attain Entry Level qualifications when they move on to further education.



'The curriculum has a good balance of academic and functional skills. Students access therapeutic support as required.'
- OFSTED, 2018

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Independent Living



Practical skills for Independent Living:

The Independent Living module of our Preparation for Adulthood curriculum empowers our pupils to develop the functional life skills and understanding required to participate in everyday activities within their household.

Pupils develop specific skills in cooking, domestic hygiene and shopping routines. Pupils are encouraged to participate in these practical activities applying their functional English, maths and communication skills into real life situations. These include visiting local shops, using shopping lists to ensure they have the ingredients required for food preparation sessions, sorting and delivering online food shopping for the school; learning to use everyday food preparation and cleaning appliances such as ovens, microwaves and washing machines.



During these learning sessions a variety of specialist equipment is utilised in order to promote independence and safe access to these essential life skills. These include talking microwaves, adapted cutting equipment, switch operated kitchen utensils as well as adaptations to support pupils with visual impairments.

Employment

Employment in the curriculum:

JCS Café—pupils learn essential communication skills, building confidence to interact with a variety of familiar and less familiar people in the school community.

They learn specific skills such as; baking cakes and preparing snacks and hot drinks, personal and food safety and hygiene and money handling skills.



Animal Care Team—Pupils who participate in our Animal Care Team pathway have a particular interest for working with animals and spending their time outdoors.

Pupils have learned about how to ensure our school therapy dog is happy and safe in the school environment.

Gardening Team -Pupils following our Gardening Team employment pathway have learned to use a variety of tools and techniques to work with wood, building planters and garden accessories such as compost bins and bird boxes.



They have learned about the fundamentals of planting, plant care and fruit and vegetable growing.

Throughout the Year there are opportunities to interact with Local employers, further education colleges and advisors through our Transition Events and careers programmes.



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Good Health



Throughout their time in John Chilton School 6th Form, pupils develop a secure understanding of aspects that contribute towards upholding a healthy lifestyle in preparation for adulthood. This includes; healthy eating, managing personal hygiene, safe and healthy relationships, managing health appointments and therapies and understanding how exercise and socialising contribute towards good physical and mental health.

Healthy Eating:

Pupils learn to prepare healthy snacks and drinks and simple meals. They develop awareness of healthy food and drinks choices and the effect that unhealthy diets can have on the body.

Personal Hygiene:

Pupils learn about the physiological and social importance of upholding a good level of personal hygiene. This includes dental hygiene and being as independent as possible in their own personal care routines.

Sex and Relationships Education:

A planned progressive programme of SRE aims to prepare pupils for adult life; supporting the teaching of skills needed to effectively manage the natural physical and emotional changes that they experience as they grow and mature into healthy, confident and independent adults. Pupils are taught how to build and maintain safe and healthy relationships within the community.

Physical Wellness:

Pupils access a variety of physical activities and PE sessions and are encouraged to recognise pastimes that are enjoyable or help them to relax such as walking, gardening and yoga. Throughout their time in 6th Form some pupils will have access to competitive events such as special swimming galas and boccia competitions.

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Therapies

Therapies are a key aspect of the 'Good Health' curriculum. John Chilton School benefits from having a multidisciplinary team to support pupils with their therapy needs throughout 6th Form. Pupils have access to knowledgeable and experienced NHS physiotherapy teams, Occupational Therapists, Speech and Language Therapists and an Assistive technology team. The school has an on-site NHS nursing team and 'moving and handling' specialists. These professionals support pupils and their teachers in carrying out therapy programmes and promote the improvement and maintenance of essential physical, cognitive and communication skills. Our teams work alongside families to ensure that their needs are also being met at home. This can include carrying out home visits, obtaining specialist equipment for use in the home and supporting families to carry out pupils' therapy programmes outside of school.

During their time in the 6th Form pupils learn to further appreciate the importance of their therapy in upholding a healthy lifestyle and through innovative planning and collaboration between therapists and school staff, pupils develop an understanding of how therapeutic approaches can be embedded into everyday life skills and enjoyable activities such as gardening, swimming and using technology.



'Leaders have developed an effective multi-disciplinary team approach to teaching and learning. This provides holistically for pupils' physical, social, emotional and educational needs.'

OFSTED, 2018

Friends, Relationships & Community

For the majority of 6th Form pupils, their place within the John Chilton School community will be firmly established having accessed our secondary, or in some cases primary and secondary phases. They have build secure relationships with adults and their peers across the school. Our aim in the 6th Form is to broaden the pupils' sense of community to the local and wider areas. We achieve this by establishing secure links with other special school 6th form provision within Ealing and other local authorities, providing collaborative learning and socialising opportunities such as visiting their Cafés and school discos; Working alongside organisations such as MENCAP and Inclusion

Project and using community facilities such as shops, cafes and restaurants, libraries and public transport to develop pupil's confidence within their community. Pupils will learn about what money is used for and how to use and manage their own money safely.

Our pupils will develop key life skills in developing relationships in preparation for adulthood and will be able to:

- *Manage emotions and relationships confidently and sensitively.*
- *Develop empathy for others and understand self-respect.*
- *Learn to make choices without prejudice.*
- *Appreciate the consequences of choices they make.*
- *Manage conflict.*
- *Recognise and avoid exploitation and abuse.*



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Community Links

John Chilton School is in a unique position of being situated within the building of the Alec Reed Academy and we strive to encourage collaboration with the school. We are also committed to establishing and maintaining strong links with businesses, education establishments and social offers within the local community. Some of the successful projects our pupils have participated in include;

Green Corridor—An agriculture and growing organisation for young people with disabilities.

Ealing Connexions—Advice for further education and employment

The Inclusion Project—A weekly social club in which our pupils socialise with other young people with learning disabilities, outside of the school environment.

MENCAP—Afterschool social clubs and travel training.

NHS—Links have been made with NHS work placements to arrange work experience for our pupils.

Disability Confident—Amanda Juid has been working alongside Lynn Johnston to find work experience placements for our pupils.

BEE—Working with large corporate companies to provide work experience training and opportunities in school and extending our links with Alec Reed Academy.



‘Staff plan activities to support students into young adulthood. They are age appropriate and relevant for developing independence and skills for life’.—OFSTED, 2018



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Transitioning into Adulthood



Leaving John Chilton School and transitioning into adulthood can be an anxious time for young people with disabilities and their families. That is why we commence discussions about pupils' 'next steps' in Year 9 and throughout Phase 4 and 6th Form. This helps pupils to build a clear picture of their future and to carve their own pathway into adulthood. Whilst the views and wishes of parents and carers are crucial in these processes, we always encourage our pupils to communicate confidently their wishes and aspirations for their future and strive for them to be realised.

Opportunities for discussing pupils' futures arise within annual review meetings, transition events and parents evenings. However, the 6th Form lead teacher, Engagement Pathway leader, secondary phase leader and our family worker are always happy to discuss options for transitioning into adulthood; answer any questions or concerns parents may have and signpost towards external agencies and professionals to support young people and their families in making these pivotal decisions.

Life After John Chilton School:

Through the curriculum, transition events and annual review discussions, pupils are able to consider the provision for supported independent living; further education opportunities through specialist colleges; specialist residential colleges and opportunities for supported internships. Pupils can also consider how they would like to socialise and spend their leisure time as they transition into adulthood. More information about Ealing's local SEND offer can be found here: www.ealinglocaloffer.org.uk

Projects and Enrichment



Gardening—Our 6th form pupils benefit from weekly workshops with Lisa who supports them to learn skills in gardening as an employment route and productive way to spend their time.

Pupils learn about tools and woodworking,



Art—Throughout their time in 6th form, pupils have opportunities to work with professional artists, developing their appreciation for art as well as gaining various artistic skills and techniques.



Class Café—The on-site café run by our pupils has already proven to be a successful enterprise project in which they prepare and sell cakes and drinks. We aim to develop this project by expanding our café, opening to the public and developing real-life work experience opportunities.

Animal Care—Plans are in place for the school to adopt a small brood of hens. Staff have been trained in hen care by Sara Ward of Hen Corner, Brentford. Pupils will learn about animal care, using freshly laid eggs in cooking projects as well as gaining the therapeutic benefits of interacting with animals.



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What Our Pupils Say



"We always work together and we can get a job, using maths and money."

"I like the café and gardening. In college I do cooking"

"I like my therapies. They help me to be calmer in school. I feel relaxed then I can do travel training and class café."



"In our school, everyone is different and everyone gets along and works together. That's important."

"I like John Chilton School. I like music and the café" - Iljasin



Important Information

- The school day begins at 8:45am and finishes at 3:05pm.
- We are uniquely located within the all age Alec Reed Academy (ARA) building. The John Chilton School site is accessed via the Main site entrance on Bengarth Road, Northolt. Parents and carers who drop off and collect their child from school will need a permit—Obtained through Debbie Frailing, our school business manager.
- School meals are provided including vegetarian and Halal options or pupils can bring in a packed lunch. Meals are paid by ParentPay—the school office will provide details of payment. If you think that your child is eligible for Free School Meals, contact the school's office for advice.
- Wearing uniform is compulsory for all pupils up to Year 11. Pupils in the 16+ department should wear smart casual clothing.
- The school's part-time Family Worker offers advice and support to parents and carers on a range of issues including benefits, housing and activities out of school.
- Communication forms an important part of the relationship between school and home. The use of a daily communication book can inform us of important updates about your child and will be used to send messages from school, home.
- The school holds termly Progress Days to discuss pupils' achievements and targets with you at school. You will also be invited to an Annual Review meeting to discuss progress and to set new annual targets and to consider your child's future.
- Please ensure that your child brings into school equipment such as AFO splints and specialist footwear to carry out their therapies safely; swimming kit if they participate in hydrotherapy and a full supply of continence products and wipes, should your child need personal care.





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<https://www.john-chilton.ealing.sch.uk/>