Manor Farm Post-16 Curriculum Policy

Policy Statement

Manor Farm provides a bespoke, person-centred curriculum that supports young people from age 5 through to post-16. Our post-16 curriculum builds upon each young person's existing strengths, interests, experiences and learning profile, supporting progression towards meaningful adult life, further education, training, employment and greater independence.

We recognise that successful preparation for adulthood extends beyond academic attainment. Meaningful progress may include developing functional communication, emotional regulation, self-advocacy, self-care, decision-making, social understanding, confidence, community access, vocational skills and the ability to participate meaningfully in everyday life.

Our curriculum is trauma-informed, flexible and responsive to each young person's emotional wellbeing, developmental stage and readiness to engage. Learning opportunities are designed to be purposeful, achievable and relevant to individual aspirations, with appropriate support to develop autonomy, confidence and independence over time.

Curriculum Principles and Individual Provision Plans

Each young person has an individualised and bespoke Provision Plan reflecting their strengths, needs, interests, aspirations and developmental stage. These dynamic working documents outline the strategies, approaches and provision required to support identified short- and long-term targets. Where applicable, targets are closely aligned with outcomes identified within the young person's Education, Health and Care Plan (EHCP), ensuring that day-to-day learning contributes meaningfully towards longer-term educational outcomes.

For post-16 learners, Provision Plans are adapted to align with and evidence progress towards the four Preparation for Adulthood (PfA) outcomes:

- Employment and Further/Higher Education
- Independent Living
- Friends, Relationships and Community Participation
- Good Health

Progression is individualised and not determined solely by age or academic attainment. Staff consider each young person's interests, intended pathway, communication profile, emotional readiness and current level of independence when identifying meaningful next steps.

Preparation for Adulthood

Preparation for Adulthood is embedded throughout the curriculum rather than delivered as a separate programme once a young person reaches Year 9 to post-16. As young people progress, learning increasingly emphasises the application and generalisation of skills within authentic, real-life contexts.

1. **Employment and Further/Higher Education**

Young people are supported to explore vocational interests and develop skills relevant to further education, training and employment. These may include functional literacy and numeracy, communication, teamwork, problem-solving, organisation, perseverance, following instructions, managing responsibilities and completing tasks with increasing independence.

Accredited learning opportunities, including AQA Unit Award Scheme (UAS), ASDAN courses and Functional Skills, can provide evidence of achievement and transferable skills where appropriate to the young person's pathway and readiness.

2. **Independent Living**

Learning opportunities support the development of self-care, personal organisation, domestic skills, food preparation, money management, planning, safety awareness and decision-making.

Practical activities such as cooking, budgeting, measuring, managing time, following instructions and planning journeys enable young people to practise and generalise functional skills relevant to their intended level of independence.

3. **Friends, Relationships and Community Participation**

Young people are supported to develop communication, social understanding, confidence, relationship-building and the skills required to participate meaningfully in their community.

Closely scaffolded peer interactions, collaborative activities, outdoor learning and community-based experiences provide opportunities to practise communication, develop and maintain meaningful friendships, navigate social situations and establish positive connections.

Learning also supports young people to recognise and communicate their own preferences, needs, views and boundaries, enabling them to participate more actively in relationships and community life.

4. **Good Health**

The curriculum supports awareness of physical and emotional wellbeing, healthy lifestyle choices, nutrition, food hygiene, physical activity, personal safety and self-regulation.

Young people are supported to recognise and communicate their needs, make informed choices, manage risk appropriately and develop strategies that enable them to maintain wellbeing and participate more independently in everyday life.

These four outcomes are interconnected. A single learning activity may contribute to several areas of Preparation for Adulthood simultaneously.

Self-Advocacy, Choice and Autonomy

Self-advocacy is embedded across the curriculum as an essential component of preparation for adulthood. Young people are supported to understand their strengths, needs, preferences and rights, communicate their views and make informed choices about matters that affect them.

Opportunities may include expressing preferences, requesting help, communicating when something feels difficult, choosing activities, contributing to the review of progress and participating in decisions about education, relationships, health and future pathways.

Staff use appropriate scaffolding, modelling, accessible communication and supported decision-making to enable young people to express themselves in ways that are meaningful to them. Adult support is adapted to each young person's communication profile, developmental needs and emotional readiness, with opportunities for increased autonomy and reduced reliance on adult-led decision-making where appropriate.

This approach respects each young person's individual window of tolerance and recognises that independence may develop gradually, with different levels of support required across different situations.

Curriculum Delivery and Learning Opportunities

The post-16 curriculum builds upon Manor Farm's wider bespoke curriculum, integrating functional core learning, practical experiences, accredited learning and opportunities to develop independence. Please refer to our Manor Farm Curriculum Policy for further information.

Learning opportunities available within setting:

- **Functional literacy and numeracy:** applying reading, writing, communication and mathematical skills to everyday situations, including budgeting, time management, measurement, forms and following instructions.
- **Accredited learning:** accessing appropriate AQA UAS, ASDAN courses and Functional Skills opportunities according to individual attainment, interests and readiness.
- **Outdoor and experiential learning:** developing teamwork, communication, navigation, safety awareness, planning, problem-solving, confidence and responsibility through practical activities and Forest School learning opportunities.
- **Nutrition and cookery:** developing food preparation, healthy eating, hygiene, meal planning, budgeting, sequencing and independent living skills.
- **PSHE and RSHE:** exploring age- and developmentally appropriate topics through weekly group discussions, including self-awareness, emotional wellbeing, healthy relationships, consent, personal safety, rights and responsibilities.
- **Community and vocational learning:** practising communication, decision-making, social interaction, functional skills and participation in meaningful real-world contexts.

Our curriculum remains flexible and responsive. Learning activities, levels of challenge and adult support are adapted to support engagement, emotional safety and meaningful progress. Academic qualifications are valued alongside progress in functional skills, communication, wellbeing, independence and participation.

Person-Centred Progression and Future Pathways

Progression is considered in relation to each young person's individual starting point, developmental stage, interests, strengths, needs, aspirations and intended future pathway. Staff identify meaningful next steps and provide opportunities to practise, consolidate and generalise skills across different activities and environments.

The curriculum recognises that progress may not always be linear. Developing emotional readiness, confidence, trust, communication and self-advocacy can be essential foundations for accessing further learning, community experiences and vocational opportunities.

Young people are supported to increasingly have a voice in their own lives, communicate what matters to them, understand when and how to seek support, and participate meaningfully in decisions about their future.

Assessment, Monitoring and Evidence of Progress

Progress is monitored through ongoing observation, assessment, engagement records, curriculum tracking, evidence of completed learning and reviews of individual Provision Plans. Where applicable, progress towards EHCP outcomes and Preparation for Adulthood targets is also evaluated.

Evidence may include:

- Progress towards individual short- and long-term targets.
- Development and application of functional communication, literacy and numeracy.
- Increased self-advocacy, choice-making and decision-making.
- Progress in emotional regulation, confidence and readiness to engage.
- Development of self-care, independent living and practical skills.
- Participation in relationships, community activities and vocational experiences.
- Completion of accredited units or qualifications, where appropriate.
- Increasing ability to apply skills across different contexts and with reduced support, where suitable.

Assessment recognises both academic and wider developmental progress. Records inform future planning, identify appropriate next steps and help demonstrate how the curriculum supports each young person's longer-term outcomes and aspirations.

Review and Evaluation

This Post-16 Curriculum Policy will be reviewed annually or as required to ensure that it remains relevant to the needs of young people, reflects the provision delivered at Manor Farm and supports meaningful preparation for adulthood.

Individual Provision Plans are reviewed and adapted every term or three times per year, in response to progress, changing needs, interests, aspirations and readiness to engage. Our curriculum remains responsive to each young person's evolving pathway, with the aim of supporting their wellbeing, independence, participation and successful transition towards adulthood.

Detailed information about the wider curriculum framework is set out in the Manor Farm Curriculum Policy.

This policy will be reviewed annually or sooner if required.
Policy Last Reviewed: 23rd September 2026
Next Review Due: 23rd September 2027