

Oliver House School Post-16 Curriculum Local Procedure



Date of issue: May 2026

Date of review: May 2027

Procedure:	Post-16 Curriculum Local Procedure Oliver House School – Engage and Aspire Pathways In line with the Ofsted Education Inspection Framework and the new SEND framework expectations
Associated policies & procedures:	OHS Curriculum/SEND/Preparation for Adulthood/Careers
Author:	Lisa Sharrock Headteacher
Issue date:	May 2026
Review date:	May 2027
Applies to:	All Post-16 learners, staff and stakeholders

Contents

1. Introduction
2. Vision and Intent
3. Post-16 Curriculum Pathways
4. Engage Pathway
5. Aspire Pathway
6. Therapeutic Provision
7. EHCP Outcomes and Preparation for Adulthood
8. Curriculum Delivery
9. Accreditation and Qualifications
10. Careers, Employability and Community Inclusion
11. Personal Development
12. Assessment, Monitoring and Quality Assurance
13. Safeguarding and Attendance
14. Roles and Responsibilities
15. Review and Evaluation

1. Introduction

The Post-16 Curriculum at Oliver House School provides a personalised, aspirational and therapeutic curriculum for learners aged 16–19. The curriculum is designed to support Preparation for Adulthood outcomes through the Engage and Aspire pathways, enabling all learners to develop communication, independence, employability, social understanding, community participation and emotional wellbeing. This procedure reflects the expectations of the Ofsted Education Inspection Framework, including curriculum intent, implementation and impact, alongside the SEND Code of Practice, Preparation for Adulthood guidance and EHCP outcome planning.

2. Vision and Intent

Oliver House School believes that every learner should access a broad, balanced and ambitious Post-16 curriculum that prepares them for adulthood and supports long-term outcomes.

- Develop independence and functional life skills
- Improve communication and social interaction through the SCERTS framework
- Promote emotional wellbeing, resilience and self-regulation
- Prepare learners for employment, volunteering and meaningful occupation
- Develop community participation and travel confidence
- Enable accreditation, achievement and progression
- Support positive destinations beyond school

3. Post-16 Curriculum Pathways

The Post-16 curriculum is structured through two key pathways:

- Engage Pathway – designed for learners requiring high levels of therapeutic and communication support, focusing on engagement, sensory regulation, communication and functional independence.
- Aspire Pathway – designed for learners progressing towards greater independence, accreditation, employability and community participation.

4. Engage Pathway

The Engage pathway supports learners working within highly personalised programmes where communication, sensory regulation, engagement and daily living are priorities.

- SCERTS communication framework
- Sensory regulation and therapeutic support
- Functional communication
- Personal care and independence
- Community access and participation
- Choice making and self-advocacy
- Physical wellbeing and movement
- Preparation for transition into adulthood

Curriculum delivery includes sensory learning, structured routines, communication systems, community visits, travel experiences, leisure opportunities and personalised EHCP targets.

5. Aspire Pathway

The Aspire pathway supports learners developing increased independence and readiness for college, work, volunteering and adult life.

- Functional Skills English, Maths and Digital Skills
- Personal and social development
- Preparation for employment and careers education
- Work experience and enterprise opportunities
- Independent travel and community access
- Life skills and household management
- Accreditation pathways including AQA, ASDAN and Duke of Edinburgh
- Transition planning and post-school destinations

6. Therapeutic Provision

Therapeutic provision is embedded across both pathways and is integrated into daily learning. Therapeutic approaches support regulation, engagement, communication and wellbeing.

- Speech and Language Therapy
- Occupational Therapy
- Sensory integration approaches
- Positive behaviour support
- Emotional regulation strategies
- Mental health and wellbeing support

7. EHCP Outcomes and Preparation for Adulthood

All learners have personalised EHCP outcomes which inform curriculum planning and review. Preparation for Adulthood outcomes are embedded throughout the Post-16 curriculum.

- Employment and meaningful occupation
- Independent living
- Community inclusion
- Health and wellbeing

Annual reviews, learner voice, parental engagement and multidisciplinary input contribute to curriculum planning and transition pathways.

8. Curriculum Delivery

- Highly personalised timetables
- Small group teaching and targeted interventions
- Community-based learning
- Practical and experiential learning
- Cross-curricular opportunities
- Therapeutic integration across the curriculum
- Use of assistive technology and communication aids

9. Accreditation and Qualifications

Accreditation opportunities are matched to learner needs, strengths and aspirations.

- ASDAN programmes
- AQA Unit Awards
- Functional Skills qualifications
- Duke of Edinburgh Award
- Personal development and employability awards

10. Careers, Employability and Community Inclusion

Careers education is embedded across the Post-16 curriculum and aligns with Gatsby Benchmarks where appropriate for learners.'

- Enterprise projects
- Internal and external work experience
- Employer encounters
- College links and transition visits
- Volunteering opportunities
- Travel training and community independence

11. Personal Development

Personal development is central to the Post-16 curriculum and reflects Ofsted expectations for learners to become confident, resilient and active members of society.

- Relationships and Sex Education
- British Values and citizenship
- Healthy lifestyles
- Online safety and safeguarding
- Emotional wellbeing
- Self-advocacy and learner voice
- Respect, equality and diversity

12. Assessment, Monitoring and Quality Assurance

Assessment is ongoing and informs curriculum planning, EHCP reviews and learner progression.

- Baseline and ongoing assessment
- EHCP outcome monitoring
- SCERTS assessment profiles
- Accreditation tracking
- Attendance and engagement monitoring
- Learning walks and curriculum reviews
- Destination tracking

13. Safeguarding and Attendance

Safeguarding is integral to all aspects of Post-16 provision. Staff promote attendance, wellbeing, online safety, community safety and learner independence through daily practice.

14. Roles and Responsibilities

Headteacher: Oversees strategic implementation and quality assurance of the Post-16 curriculum.

Deputy Head/PFA lead/Careers Lead: Coordinates pathways, accreditation, transitions and curriculum delivery.

Teachers: Plan and deliver personalised learning programmes linked to EHCP outcomes.

Therapy Team: Provide specialist guidance and integrated therapeutic support.

Families and Carers: Contribute to planning, reviews and transition pathways.

Learners: Participate in decision making, target setting and reviewing progress.

15. Review and Evaluation

This procedure will be reviewed annually by the Senior Leadership Team to ensure continued alignment with Ofsted expectations, statutory guidance and the evolving needs of learners at Oliver House School.

Appendix 1 – Engage and Aspire Curriculum Overview

Engage Pathway

- Communication and SCERTS
- Sensory regulation
- Daily living skills
- Community experiences
- Personal development
- Therapeutic interventions
- Leisure and enrichment

Aspire Pathway

- Functional Skills
- Careers and employability
- Accreditation
- Independent travel
- Community participation
- Enterprise and work experience
- Preparation for adulthood