

Meadowfield

Sixth Form

Growing Together

Curriculum Leadership

Assistant Principal

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Growing Together

Curriculum Intent

Our intent is to provide a high-quality, ambitious Sixth Form curriculum that empowers every student to achieve their full potential, develop independence, and transition confidently into adulthood. We intend to build on prior learning and ensuring that students can apply their knowledge and skills in real-world contexts.

Our curriculum places a strong emphasis on four key areas:

- Occupation, Careers and Employment, where students gain essential skills for work, further education, and life through hands-on experiences;
- Independent Living, where students develop practical skills supported by trips, events, and community activities;
- Good Health and Well-Being, where students learn emotional literacy, healthy habits, and how to access healthcare services;
- Relationships and Community, where students explore community engagement and build understanding of personal and professional relationships.

We are committed to setting ambitious, personalised objectives for every student's next steps—whether this involves further education, employment, independent or supported living, or social care—ensuring they leave us confident, capable, and prepared for adult life. Our approach includes developing meaningful connections within the wider community to broaden students' experiences and aspirations, embedding consistent yet personalised Total Communication strategies to guarantee equitable access, and delivering Functional Learning that supports real-world engagement, regulation, language, and cognition. Through this, we aim to equip every student with the skills, understanding, and independence needed for life beyond Meadowfield.

Our careers curriculum is intended to provide opportunities for our students to understand skills needed for work, what options there are for work, and experience time in a workplace. For some of our students it is intended for them to experience time in a different environment.

Curriculum Implementation

We acknowledge the four pillars of Preparation for Adulthood are intertwined and the curriculum provides opportunities to revisit concepts in different pillars, to reinforce the students' ability to apply and generalise learnt skills. The content of these is aspirational, and our teachers will tailor the learning of knowledge to suit each individual student.

Students will participate in a mixture of teacher-led learning(greeting/TC warm-up → explicit teaching → guided practice → live assessment → over-learning/retrieval) and functional, hands on / practical learning, within the safe, structured, and familiar environment of the classroom, where they can develop essential skills and knowledge. Students are taught Relationship and Sex Education as part of the four pillars, and this is supported by the SoSafe! programme designed for students with SEND. They also engage with the local community and take part in educational visits, occupational experiences, providing opportunities to apply and embed learnt skills and knowledge in real-world contexts.

Our curriculum encompasses every minute of the day, Students will take part in activities daily that are designed to develop understanding of skills and knowledge but also support them in progressing towards their EHCP targets. EHCP targets are created using the key areas; communication and interaction, cognition and learning, social, emotional and mental health, and physical and sensory and are aligned with Preparation for Adulthood pillars. EHCP targets are aspirational, and personal to each student and their intended destination after Meadowfield Sixth Form.

Curriculum Implementation

The individual students' desired destination, attainment and wellbeing determines which learning route they will follow at Sixth Form*;

Life Ready Route	Work Ready Route
Social Care Placements and some colleges	**Colleges, Supported Internships, Apprenticeships and Paid employment**
The students on this learning journey will be working towards the following accreditations; • ASDAN Personal Progress They will also work on Functional Maths and English skills that are relevant, purposeful and meaningful to them and their next stages.	The students on this learning journey will be working towards the following accreditations; • ASDAN Personal, Social Development • Functional Maths Skills(Entry Level 1- Level 2 available) • Functional English Skills(Entry Level 1- Level 2 available)

**Students can move across learning journeys throughout the three years, as EHCP reviews, careers interviews and encounters, and community experiences will impact these informed choices.*

At Meadowfield Sixth Form supporting students to develop their communication skills is essential, not just for academic progress but also for greater independence and participation in the wider community. We strongly encourage students to use their preferred communication method to express their needs, choices, and aspirations and are supported with strategies such as visual supports, signing, the use of augmentative and alternative communication (AAC) systems to aid and strengthen communication.

Awards and accreditations are provided to support students in achieving their identified outcomes for adulthood; as such, our curriculum is guided by these outcomes rather than being driven solely by accreditation.

To support our careers offer, we follow the Gatsby Benchmarks, which serve as a foundational framework for delivering high-quality careers guidance

Curriculum Impact

The impact of the Sixth Form curriculum is demonstrated through bi-termly assessments for maths, English and PSHCE (RSE), Accreditation assessments (Functional Maths /English practice exams), EfL evidence and EHCP targets.

Evidence for learning is able to capture progress through photographic and written evidence. This evidence demonstrates how students are developing their skills and applying them in a variety of contexts. This enables the teachers to have a clear understanding of the student's progress and development.
Evidence for Learning also captures progress that cannot be captured in graphs and tables. Here at Sixth Form, we see immense progress in student confidence, independence, resilience; especially with accessing community facilities or leaving the Sixth Form premises.
Students are able to participate with careers interviews and some are able to access regular work experience opportunities which influences them for their future steps.

Our destination data is able to identify the impact of our curriculum and how students were prepared for their next stage.

Destination	2022 16 leavers	2023 22 leavers	2024 20 leavers
NEET	6%	4%	0%
Further Education	88%	73%	85%
Apprenticeship	0%	4%	0%
Employment	0%	4%	5%
Supported Employment	0%	0%	0%
Social Care	6%	14%	10%

Curriculum Coverage

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Functional Maths	Numbers and the Number System Common Measures, Shape, and Space Handling Information and Data These subject areas will be taught every term and built upon across the year					
Functional English	Reading Writing Speaking, Listening and Communicating These subject areas will be taught every term and built upon across the year					
RSE **SoSafe!**	Professional and Respectful Relationships	Professional and Respectful Relationships	Professional and Respectful Relationships	Intimate Relationships	Intimate Relationships	Intimate Relationships
Independent Living	Household skills	Finances and Budgets	Rights / Benefits / Responsibilities	Household skills	Finances and Budgets	Rights / Benefits / Responsibilities
Good Health	Emotional Literacy	Lifestyle Choices, Physical Health, and Hygiene	Accessing Health and Social Care	Emotional Literacy	Lifestyle Choices, Physical Health, and Hygiene	Accessing Health and Social Care
Community	Wider Communities and Community Facilities	Managing Risks	Safe Travel	Wider Communities and Community Facilities	Managing Risks	Safe Travel
Careers and Employment	Occupational Experiences	Applications	Managing Time	Occupational Experiences	Applications	Managing Time
	Business - Christmas Market		Business - Easter Fayre		Business - Summer Fete	

The curriculum is designed as a progression of skills over the course of the 3 years students are at Sixth Form.

Students experience both teacher directed sessions and then application sessions where students can apply learning.

e.g. money skills in independence and then some time in the community to use the money

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Curriculum Coverage – Timetable Life Ready

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 -9.30	Nurture	Nurture	Nurture	Nuture	Nurture
9.30-10.15	Maths	Community	Maths	English	Business Enterprise
Break 10.15-10.30	Break	Break	Break	Break	Break
10.30-11.15	English	Community	English	Maths	Business Enterprise
11.15-12:00	Independence	Community	RSE	RSE	Business Enterprise
Lunch 1 12.00-12.30	Lunch	Lunch	Lunch	Lunch	Lunch
Lunch 2 12.30-1.00	Break	Break	Break	Break	Break
1.00-1.15	Registration	Registration	Registration	Registration	Registration
1.15-2.15	Occupations and Careers	Community	Health	Independence	
2.15-3.00	Occupations and Careers	Community	Health	Independence	
3.00-3.10	Nurture	Nurture	Nurture	Nurture	

Students experience both teacher directed sessions and then application sessions where students can apply learning. e.g. money skills in independence and then some time in the community to use the money

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Curriculum Coverage – Timetable Work Ready

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 -9.30	Nurture	Nurture	Nurture	Nuture	Nurture
9.30-10.15	Occupation and Employment	Functional Skills	Occupation and Employment	Community / Health / RSE	Business Enterprise
Break 10.15-10.30					
10.30-11.15	Occupation and Employment	Functional Skills	Occupation and Employment	Community / Health / RSE	Business Enterprise
11.15-12:00	Occupation and Employment	Functional Skills	Occupation and Employment	Community / Health / RSE	Business Enterprise
Lunch 1 12.00-12.30	Lunch	Lunch	Lunch	Lunch	Lunch
Lunch 2 12.30-1.00	Break	Break	Break	Break	Break
1.00-1.15	Registration	Registration	Registration	Registration	Registration
1.15-2.15	Occupation and Employment	Functional Skills	RSE	Community / Health / RSE	
2.15-3.00	Occupation and Employment	Functional Skills	Health	Community / Health / RSE	
3.00-3.10	Nurture	Nurture	Nurture	Nurture	

Students experience both teacher directed sessions and then application sessions where students can apply learning. e.g. money skills in independence and then some time in the community to use the money

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Core Pedagogical Approaches in Sixth Form

The Core Pedagogical approaches in Sixth Form are;

- Community offsite / real world experiences *(shopping, café/ restaurants, Work Experiences[Beaux Aires, Hope Street Café, Community Centre, Charity product sorting, Milton Creek warden],)*
- Functional hands on learning of key skills in preparation for application in real word experiences *(handling money, bed making, cooking)*
- Purposeful experiences that will benefit and impact later life decisions *(Careers encounters, College, Umbrella, Fifth Trust)*
- Personalised strategies for every student *(EHCP targets and interventions, total communication, Therapy inputs, regulation strategies, PROACT Gateways)*
- Enterprise opportunities *(Christmas Market, Easter Fayre, Summer Fete , Umbrella Centre)*
- Role Play strategies that can support interviews, social interactions etc.
- Structured teaching (e.g., TEACCH-style organisation) to reduce cognitive load and support independence.
- C-P-A approach for functional mathematical skills that can then be used and applied in real world contexts
- multi-sensory teaching, small-step scaffolding, and live assessment to adapt teaching in the moment.

Non-negotiables: TC visible and used; predictable routines; explicit vocabulary; retrieval practice.

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Inclusion

Students within the Sixth Form are able to apply for the 16-19 Bursary / Discretionary Bursary. This funding allows students to have access to opportunities, resources, experiences that they may not have been able to before.

16-19 Bursary	
Student Circumstances	**Evidence Required**
Student is living in care	Letter of confirmation from your Local Authority
Student is a care leaver	Letter of confirmation from your Local Authority
Student is receiving income support, or universal credit because the student is financially supporting their self.	Entitlement/Award letter covering period e.g. April 2025-26
Student is receiving Disability Living Allowance or Personal Independence Payments in their own right as well as Employment and Support Allowance or Universal Credit in their own right.	Entitlement/Award letter covering period e.g. April 2025-26

16-19 Discretionary Bursary	
Student Circumstances	**Evidence Required**
Students in receipt of FSM	Kent Area Awards approval – no evidence required
Band A: Household Income.	P60 or evidence of self-employment income or Working Tax Credit annual statement letter from HMRC for each household member.
Band B: Household Income.	P60 or evidence of self-employment income or Working Tax Credit annual statement letter from HMRC for each household member.
Student Exceptional Need	Evidence based request and/or assessment by school in response to significant presenting need.

Disadvantaged students are tracked with sharp analysis (attendance, behaviour, progress,); provision plans show targeted adaptations and reviews of impact.

Teachers, Wellbeing team liaise closely with other agencies involved with the students to ensure a collaborative approach.

Students that required meetings of reviews (CP, CiN, PEP, LAC reviews), have these and information id shared from all agencies. This also includes PCR meetings to review the EHCP progression.

Where appropriate, students are encouraged to attend any meeting that is about them or involves them to make choices. Students are encouraged to have a voice to make decisions and this will be personalized to the individual student.

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Attendance and Behaviour

For students within Sixth Form, attendance and behaviour are evaluated through a needs-led, safeguarding-focused lens. Attendance is monitored alongside pupils' medical needs, transport arrangements, transition and occupational experience schedules.
Leaders track absence patterns, communicate proactively with families. Any unexplained absence triggers immediate safeguarding checks.

Behaviour is understood as communication, and pupils' responses are supported through regulation, consistency and reduction of distress. Students with identified behavioural challenges do have individual risk assessments that support them for when they are our in the community. This enables all students to still access these opportunities, just simply have more rigor around the support that is required.

Leaders analyse behaviour-communication logs, wellbeing information, to identify patterns and adapt provision and devise a proactive plan to support the student in moving forward.

Where students who are 18 or older and attendance becomes an issue, Leaders work collaboratively with parents to look at the students' next steps and devise a personalised plan to move them forward, or get theme back into Sixth Form. This could be supporting with job applications, work experience placements or reduced timetables that enable key learning that is required for next provisions e.g. accreditation

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Personal Development & Wellbeing

Embedded throughout our curriculum, students are able to enhance their wellbeing and personal development. The curriculum has natural opportunities for personal development and wellbeing through curriculum enrichment afternoons (Art, gardening, Music, DofE), student voice (vending machine, games at lunchtime, prom, enrichment afternoons).

Students are able to listen to music and socialise as a department at break and lunch times. They are able to access board games, books, newspapers.

Our community access enables students to experience how their development and wellbeing can be improved in a natural and holistic manner.

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Promoting Positive Relationships and Preventing Bullying at Sixth Form

In Sixth Form, we are committed to creating a safe, inclusive, and respectful environment where every learner feels valued, supported, and able to thrive. We actively promote positive relationships among students, staff, families, and the wider community.

Positive relationships and anti-bullying are taught through our Sixth Form Curriculum, SOSafe!, daily interactions, and personalised support. Students develop communication, social, and emotional skills through structured lessons, role-play, discussion, community activities, and real-life experiences. Staff model respectful behaviour and support students to understand kindness, empathy, personal boundaries, consent, online safety, and how to build healthy relationships. Regular opportunities are provided for students to practise these skills in a safe and supportive environment.

We have a zero-tolerance approach to bullying in all its forms, including verbal, physical, emotional, discriminatory, and online bullying. We understand that some learners may require additional support to recognise, report, and respond to bullying behaviours. Bullying awareness is therefore taught in accessible and meaningful ways, helping students recognise different forms of bullying, understand its impact, and know how to seek help.

By promoting acceptance, celebrating diversity, and empowering students to understand their rights and responsibilities, we aim to create a community where all young people feel safe, confident, and respected, enabling them to achieve their full potential both within our setting and beyond.

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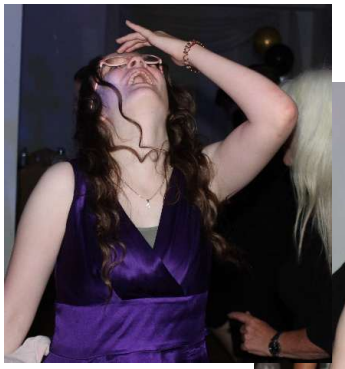
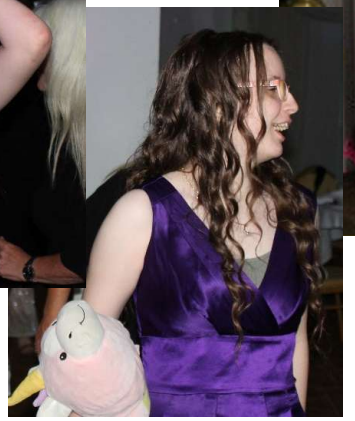
Images Representing Sixth Form

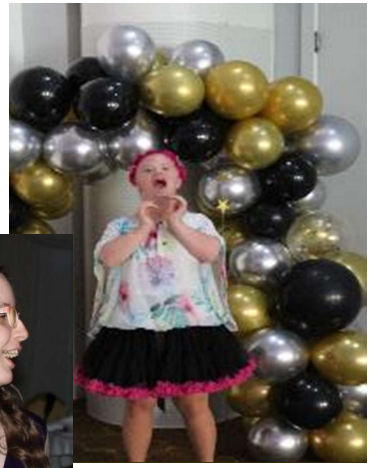




















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