

# Rosehill School

## Post-16 Upper School Prospectus



2023 - 2024



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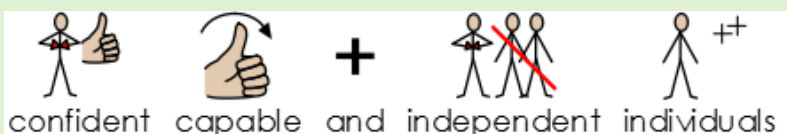
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## Foreword by the Headteacher

Welcome to this information booklet that outlines the great work that goes on in this area of the school. The Upper School department is the final stage in our young people's journey into adulthood, and builds on all the work that has gone on previously. Staff continue to work closely with parents to help students develop the skills that will enable them to enter into adult life as:



The continuing move towards independence is reflected in the curriculum provision which is outward looking and includes a range of enterprise, work-related and college-based opportunities.

The environment has been purpose built to support this development of independence and there are specialised work- and life-skills related rooms as well as individual classroom bases. The central café is a fantastic social and work-related area that provides students with opportunities to work, play, eat or party in a modern Café environment.

All the work in this department is centered around the individual's specific skills and aptitudes as we try to encourage and develop their interests and talents to help them live as fulfilled a life as possible on leaving Rosehill.

I hope you enjoy reading this prospectus and it gives you an insight into the active, exciting, interesting and rewarding world that is the Upper School department.

*Cheryl Steele*

## Life in the Upper School

At Rosehill School we have a successful Post 16 department which caters for students who benefit from experiencing a range of skills for life and continued learning in a supported setting. We realise that not all of our students



progress along their learning pathway vertically or are ready to make choices about their future. For this reason, our Post 16 Upper School focuses on an array of skills and vocational tasters to offer students greater knowledge and experience of pathways whilst developing their confidence and a higher level of independence.

As most of our students remain at Rosehill following their education in the Middle School we do not focus on entry requirements. We do however look at students' individual interests, achievements and progress made when considering their chosen programme of study, as this will ensure that a proposed route forward is realistic and achievable.

The value of the Post 16 Upper School not only lies in the richness of its curriculum and range of accredited courses offered but also in the development of social skills with fellow students and staff, access to work experience and work placements, encounters with employers, college links and inclusion, enterprise projects and career development and many, many more opportunities.

In the Post 16 Upper School your child will enjoy increased independence, remembering that this brings increased responsibilities. Upper School students become positive role models to younger students, showing them as they grow older how to make good choices about their future. We hope that your child will enjoy the Rosehill Upper School.



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## Moving Up

When your child moves from the Middle School to the Upper School these are some of the things they may experience:

- Specialist shared rooms like the computing suite, library, salon and training flat;
- A well-equipped training kitchen which provides support for the whole-school café and restaurant (also run by post-16 students);
- A fantastic common room with facilities for making their own drinks, playing games and listening to music;
- Facilities for developing their personal care skills and personal development opportunities;
- Timetable which allows students to develop greater independence and skills for successful transition into adulthood;
- Greater opportunity for developing pastime interests like annual camp, educational visits, sporting activities on and off-site, enterprise projects and access to weekly LIVE (Learning, Interests, Volunteering and Enterprise) sessions;
- Work experience and work placement opportunities, in school and locally;
- Public transport training;
- Learning opportunities and collaboration with other schools;
- Access to community inclusion and local facilities;
- College links



And much more...

## Enjoying New Experiences

Students in the Upper School enjoy a great degree of independence and access to a range of exciting opportunities. The Upper School programme is designed to ensure that students continue to develop functional skills such as literacy, numeracy and computing, personal, social skills and daily life skills.



They participate in work related learning, access Careers Education and engage in enterprise Projects, Creative Arts and Music experiences.

Individual learning pathways are aimed at maximising students' skills base, learning new experiences and gaining a higher level of independence.





## Reward System

The Reward system in the Upper School is designed to support students in developing their money and financial capability skills. For achievements in lessons and good behaviour, students receive merits which are converted into coins. The system is differentiated, so every student is able to learn money skills

at their level of understanding, so whilst some young people learn that money needs to be earned and can be exchanged for rewards others develop their knowledge of the value of coins and banknotes and budgeting skills such as saving up to buy more expensive items. In addition to financial rewards, students receive merits and certificates which are presented to them in celebration assemblies.

## Parental Engagement

Throughout your child's schooling at Rosehill you will continue to be involved in their education and school life. The first point of call will be your child's class teacher who will be able to answer your questions and concerns.

Parents are very welcome to join many events throughout the year such as Christmas concert, Celebration assemblies, school fairs and Leavers' assemblies.

Once or twice a year we organise a transition fair for the Upper School parents and students which features a wide range of post-Rosehill service providers. Parents have an opportunity to attend Parent workshops, some of them are specifically organised for the Upper School students and focus on transition and support available to older students and Rosehill leavers.

You will continue to be involved in your child's education through EHCP reviews and other child specific meetings.

We appreciate the crucial part parents play in their child's education and always value your support.

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## Moving On

Although the Upper School is the beginning of a new stage of your child's school career, it is also the next step before moving on. There is lots of support given, particularly during years 12, 13 and 14 when students will begin to look at what comes next.

Each year students will be invited to their own Person Centered Review. Parents, carers or family and friends are there to support a young person at home. Sometimes there may be other people working with the families like family support or social workers, transitions or employment workers. This team of people are called extended services and they are there to help everyone make good decisions about the next stage of the chosen Destination Pathway. Whatever route is decided upon, staff in the Upper School are there to offer good support, help to make good choices and to explore in as much detail as appropriate preparation for adulthood.



The school fully supports this process with parents, carers, families and students, by sharing information about colleges, specialist provision, day services and residential provision/ supported living within Nottingham City/ County and further afield dependent on your child's place of residence.

We believe that good quality information and good support are the best way of enabling our students to navigate through their transition.

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# Learning Journey in the Post-16 Upper School

When a young person joins the Upper School, they will follow our Learning programme - bespoke and designed with the student at the center, offering students a holistic, well-planned curriculum that supports their transition into adulthood.

Learners generally join the Upper School when they move to key stage 3 (year 7.) The Upper School's curriculum offer therefore is very diverse and covers compulsory National Curriculum subjects as well as accredited learning in key stages 4 and 5, careers and work-related learning.

Upper School's curriculum is topic based to ensure cross-curricular learning and covers Functional Skills, Personal and Social Development and Vocational Skills, alongside Core Competencies for Learning. These areas are important for helping young people to develop important communication, team working, presentation and problem-solving skills and enabling them to deal with everyday tasks and situations in their home or work life.

Our specialist facilities, highly qualified experienced members of staff and inclusive learning environments allow our students to develop essential skills for the future whilst feeling safe and supported.



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## Functional Skills

Functional skills are the fundamental English, mathematics and computing skills that people need for their working and personal lives. Students in the Upper School learn functional skills through studying towards accredited qualifications in mathematics and English and applying these skills and knowledge to real-life situations throughout their education in Upper School.

Some of the examples of areas of learning are:

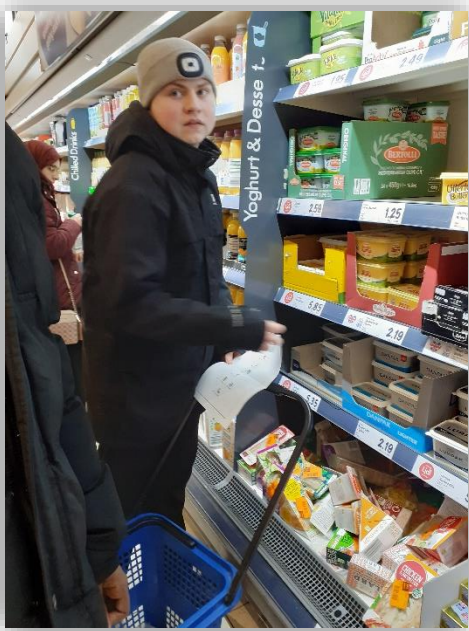
- Time – 24hr clock, timetables, calendars and diaries;
- Money – recognising notes and coins, paying for items, checking change, budgeting;
- Where appropriate learning about bank accounts, ATMs and independent living costs;
- Measurements, shapes and signs, including functional understanding of distance and weight;
- Filling in forms, asking for help, making telephone calls/ appointments, reading social signs and text within the environment.

## Personal and Social Development

Our young people greatly benefit from communication and social experiences in:

- Developing communication;
- Developing social skills;
- Awareness of what I can do/ what I need to work on;
- Community and travel skills;
- Home skills – meal making, budgeting, caring for the home;
- Safety in the home, community and work place;
- Relationships and Sex Education.

***“In Upper School I like cooking. I like to go to supermarket class shopping. I like to choose Bruno Mars songs in my free time. I like to spend my money in a tuck shop. I like learning independent skills. I feel happy in Upper School.”  
(Post-16 student)***



## Sports, Leisure and Recreation



Rosehill School is committed to encouraging young people to adopt a healthy lifestyle. Young people are encouraged to choose and experience a wide range of sports and leisure options.

The importance of developing various interests is also recognised as it allows students to enrich their lives prior to moving on from Rosehill. This is achieved through accessing a range of hobbies and volunteering opportunities and if appropriate taking part in enterprise activities, so students could independently and actively use their own leisure time Post – 19.

The Upper School’s Work-Related Learning (WRL) programme is designed to equip students with an understanding, skills and knowledge required to access the World of work and prepare them for the next stage of their education and life.

The WRL Programme options may include:

Office work and recycling	Enterprise projects
Running the tuck shop	Gardening and grounds maintenance
Working in the school library and Reading cafe	Cooking for and running the school's café/ Delivery service
Health and safety awareness	Travel training

In the Post 16 Upper School students have the opportunity to choose what they would like to do for their options and sports afternoon. The sessions are based around the interest of the students and promote independence skills, personal development and personal care.

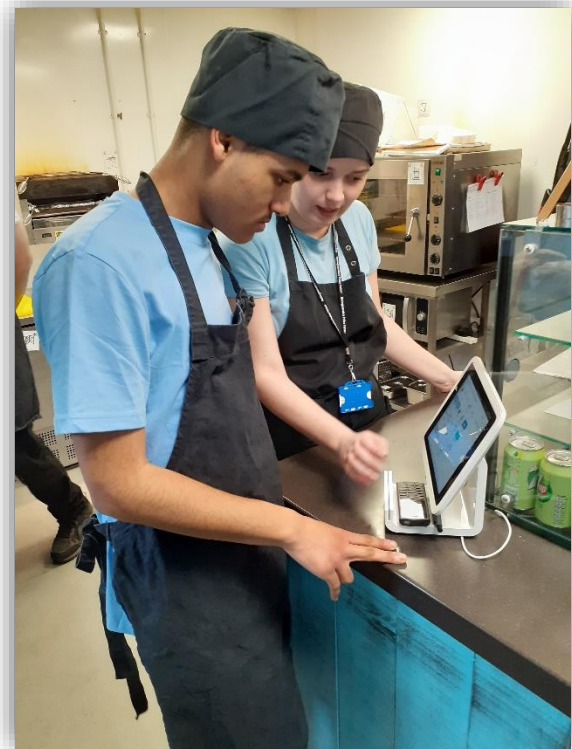
The options and sports programme may include:

Performing arts	Visual arts
Music	Dance
Yoga and relaxation	Games
Rebound Therapy	Gym
Running	Outdoor Pursuits

## Vocational Skills and Work-Related Learning

At Rosehill School we aim to ensure a high quality of vocational and careers education for young people with autism, to be delivered in a meaningful way for their needs and circumstances. Our vision is to increase the opportunities our students have of finding quality, paid employment or volunteering in later life.

Work-related opportunities may involve having jobs or responsibilities in the school environment. For those students for whom work is a possible future option, they will be involved in discussions about the sort of work experience they would like to have, through to contacting and meeting an employer, completing the work experience and evaluating how it went.



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We realise that it is not always possible to find suitable work experience placements for our students outside of school environment due to their complex needs, so we have developed in-house work-related learning options:

### **On-Site Work-Related Learning Opportunities**

#### The Rosehill Cafe

The Rosehill Café is a student led cafe which prepares and serves snacks for students, school staff and visitors 2 days per week. Post-16 students prepare hot and cold snacks and drinks. Students operate the till which uses technology to provide a more accessible interface. Students are also responsible for other daily responsibilities of the café such as restocking, tidying and cleaning.



***“In Upper School I like the café, salon. I like making my own snack because that makes me feel great. I like going out into the community.” (Post-16 student)***

#### Social Enterprise and Community Action

Post-16 students carry out a wide range of Social Enterprise activities, raising money for the charities and for school resources. Students in the school regularly sell seasonal craft items they have made to school staff, parents and visitors. Students also have the opportunity to make a difference in the community, including litter picking in the community.

#### Jobs around School

There are a range of other jobs around school which are carried out each week by students from the Post-16 department, including a recycling service, deliveries to all classes and office tasks such as shredding and laminating.

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# Accredited Learning and Qualifications

Students in the Upper School access different types of qualifications and accredited learning. These include:

## AIMS Personal Progress

Some post 16 students in the Upper School access the Entry level 1 qualifications in Personal and social development, which are approved qualifications made up of units in the following areas: Literacy, Numeracy; Computing; Science; Personal Development; Community Participation; Preparation for Work. The qualifications have been developed for learners working towards and at Entry1 to have their achievements recognised within a qualification framework.

## Prince's Trust Personal Development and Employability Skills qualifications

Some students work towards Personal Development and Employability Skills qualifications. The Award, Certificate and Diploma in Personal Development and Employability Skills (PDE) recognise a breadth of personal skills, qualities and attitudes required by employers across a range of sectors, some of them are: teamwork skills, interpersonal and self-management skills, digital skills, career planning and customer service.

## AQA Unit Award Scheme

The Unit Award Scheme (UAS) is a unique recording of achievement scheme, rather than a qualification. It offers learners the opportunity to have their achievements formally recognised with a certificate each time a short unit of learning is successfully completed. Post-16 student work in Mathematics, English and Science is accredited through The Unit Award Scheme.

## Duke of Edinburgh

Through a DofE programme young people have fun, make friends, improve their self-esteem and build confidence. They gain



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essential skills and attributes for work and life such as resilience, problem-solving, team-working, communication and drive. Young people have the opportunity to develop life skills, communication skills, improve their independence, sense of well-being through activities in a different environment and engage with the outdoor environment.

## Careers and Employability



We support learners to identify and consider their future options, realise their potential and decide how their skills and experiences fit with opportunities in the job market. We prepare students for their preferred pathway through access to work related learning, careers guidance, internal and external work placements and careers teaching.

Every young person at Rosehill has regular purposeful encounters with the employers either at Rosehill or at their work place.

All students have access to impartial, independent and personalised careers education which includes information and advice of the full range of opportunities available to them within their local community and across the Derby, Derbyshire, Nottingham and Nottinghamshire area.

In the Post 16 Upper School we have a qualified dedicated Careers Advisor who knows each child's strengths, needs, interests and aspirations.

Careers weeks, transitions fairs and other events allow students to prepare for their next steps and education, training and employment.