



## Ifield Sixth Form Handbook



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**Assistant Headteacher: Sam Hargood**

# Ifield Sixth Form 2024-25

## Welcome

Ifield School is a Foundation co-educational special school for pupils aged 4 to 19 years of age with profound, severe and complex learning needs including communication and interaction difficulties.

The majority of pupils have learning difficulties associated with autism, speech, language and communication and, in addition, some pupils have complex medical conditions.

Ifield School and King's Farm Primary School are federated by a single Governing Body named The Cedar Federation.

At Ifield School every pupil's ability is recognised, developed and celebrated. We provide all of our pupils with opportunities to learn and to make the most of their skills and talents.

## Sixth Form Vision Statement

Ifield Sixth Form recognises that every young person is unique. We value, support, challenge and aim to enable every one of our students to achieve their full potential in order to feel confident and successful in readiness for a full and active life.

## Sixth Form Provision

Ifield Sixth Form is based at The Ifield LINK Centre (Learning with Ifield and North Kent College) on the North Kent College Gravesend Campus. We share the Centre with LINK19 learners, young people on an employability pathway aged 19-25. LINK19 learners access their learning in their own area within the LINK Centre as well as experiencing work placements supported by job coaches out in the local community.

High self-esteem is key to success in life and we ensure that our students leave as caring, happy and confident young people. Our students come from diverse backgrounds, and we aim to encourage each student to take responsibility for themselves and their learning, whilst developing the knowledge and skills relevant to their purposeful involvement within society.

*'Teachers are respectful of the students'. (Logan, Student. July 2024)*

## Transition

At the end of key stage 4 students move on from school, and for most this means that they choose to continue their learning pathway at Ifield Sixth Form. Most students transition from Ifield School, although we also welcome some students who transition from other SEN provisions.

Transition begins in the Summer Term when students attend sessions to allow them to meet their class teams and other students and experience the learning environment. For students who have more profound and complex needs additional afternoon sessions take place over the course of a term to enable them to build confidence.

## Learning and Accreditation

Learning is personalised for each student in line with their individual Education, Health and Care Plan, so that learning is directly related to their aspirations and interests and prepares them for adulthood.

Learning pathways at Sixth Form have a clear focus on each student's intended destination which may include employment (supported), further education, and supported or independent living. Some students attend Ifield Sixth Form for a single year before moving on to another further education facility, whilst other students stay on for two or three years. Such flexibility allows us to accommodate the specific requirements of each student.

There are four classes at Sixth Form which link to students' learning pathways:

Diamond Class – Explore Pathway

Emerald Class – Discover Pathway

Sapphire – Discover and Innovate Pathway

Amethyst – Innovate Pathway

The focus of learning is in preparing young people for adulthood, developing independence, accessing the community and ensuring that they achieve their aspirations in order to experience a fulfilling future.

For some of our students this means developing independent life skills, self-help and self-regulation skills for others the development of Functional English, Functional Maths and Digital skills at a level appropriate to the student. Students who are able to work towards completing Pearson Edexcel Functional Skills Qualifications. All students work toward a qualification at their appropriate level. Each student is assigned to a class along with other students who are following a similar learning pathway.

Students also engage in work related learning and life skills. The study programme is ambitious and designed to enable independence at a pace that provides sufficient challenge for each student.

Break and lunch times allow individual choice with a number of areas and opportunities for students to socialise beyond their learning group taking part in activities such as craft, social games, sensory garden, play on the pool table or using the link café or shop to develop life skills such as using and handling money and to practice their communication and interaction skills.

Functional English and mathematics are incorporated into all learning including vocational lessons such as weekly food technology lessons.

***'Leaders at all levels are determined that every pupil will have a broad, engaging and enriching curriculum that provides them with the foundations they will need for the future. To achieve this, leaders have developed ambitious learning pathways. Those on the 'sense' and 'explore' pathways follow a highly personalised curriculum underpinned by their education, health and care (EHC) plan. Those on the 'discover' and 'innovate' pathways learn in small groups and classes. They follow a curriculum that is more closely aligned with the national curriculum. For these pupils, teachers adapt learning skilfully to ensure that pupils' individual next steps are intertwined with the planned curriculum. Additional support from the school's therapy and intervention teams***

*ensure that all pupils make excellent progress towards their individual EHC plan targets.’ OFSTED, November 2023*

## **Therapy Team Support**

Ifield Sixth Form students and their families have access to a dedicated member of the school’s Speech, Language, Interaction and Communication (SLIC) Team. Where students are identified as requiring additional support with communication and interaction, the Speech and Language therapist, in collaboration with teaching staff, devise a programme for an individual or a small group of students to address each student’s needs. The programme can be delivered by the therapist or, with guidance from the therapist, by Sixth Form’s class-based Teaching Assistants who have received specific training in this field. Speech and Language professionals also support students who require social stories or symbols to help with communication.

Students with occupational therapy needs are referred to the Occupational Therapy team based at school. Therapists visit students termly and put in place programs to develop fine and gross motor skills as well as supporting joint and self-regulation. Zones of Regulation is used in all classrooms to enable students to identify emotions and understand when they are becoming dysregulated, staff set up check-ins and visual supports, identify triggers and build a toolbox of regulation strategies. Strategies are personalised for the individual and include sensory circuit, therapeutic brushing, Quick Shifts, swing, weighted blankets or jackets, sensory calming resources and regular movement breaks.

*‘Pupils enjoy their enriching and ambitious learning. Teachers, support staff and the school’s therapy team work together to ensure that each pupil’s strengths, needs and next steps are fully understood and planned for. Pupils show great enthusiasm in their lessons and demonstrate high levels of resilience when learning is challenging. Pupils are proud of their successes and achievements.’ OFSTED, November 2023*

## **Sensory Support**

The Sixth Form Sensory Room is used by many students to extend their learning experience, develop self-regulation and explore the environment. Students broaden their understanding of themselves and the world around them in ways that are effective and enjoyable.

## **Pastoral Support**

Each student is assigned a class teacher who is their personal tutor and can access a range of services to remove barriers to learning and support progress. A student’s personal tutor will liaise with the student and their family and will facilitate Education, Health and Care Plan reviews. The team of tutors at Sixth Form is led by an Assistant Head Teacher. Pastoral support is also provided by the school nurse who regularly visits Ifield Sixth Form to support with health care questions and specific health issues.

## Community Based Learning

Students in all pathways regularly go out to access the local community. Visits are linked to topics and specific learning intentions so that students are able to develop independence, an understanding of personal safety and responsibility, life skills and develop confidence in communication and interaction. Visits include local shops, Bluewater shopping centre, local parks, work related learning visits and historic places of interest.

*'I am learning to be more independent. I am more confident and find it easier to talk to staff. On Wednesdays we go offsite for Community Based Learning.'* (Rachel, Student, July 2024)

## Careers Information Education Advice and Guidance

Students access a range of opportunities to gain information, including completing 'My Employability Passport', a careers programme for young people with SEND. Class teachers work one to one with each student to ensure that the needs of each pupil are supported in developing a personal career pathway, by working together to find out each students' skills, strengths and aspirations. Weekly Community Based Learning ensures careers curriculum links to learning are explored.

An independent careers advisor visits twice a year in order to complete a group workshop session and individual personal guidance for students within the Discover and Innovate pathway. Students at Ifield Sixth Form have a variety of opportunities to gain information, advice and guidance relating to their future destinations.

In class students routinely learn about work and life as part of their lessons. Functional English, Mathematics and Digital Skills not only develop skills that will help them negotiate work, home and leisure activities and enrich their life experiences but also incorporate learning about options that they might consider in their future lives.

Local information from career and labour market information is provided by a range of activities such as welcoming outside visitors and off-site visits coordinated by the Construction Youth Trust who offer an exciting programme of employer engagement to raise awareness of the career opportunities in the construction and built environment sector.

*'The LINK Centre is a unique college with great work experience pathways and career options'* (Antonio, Student, July 2024)

## Work Experience

Ifield Sixth Form works with outside agencies, local businesses and the Ifield School community to provide appropriate placements for each student. All agencies involved in work experience share a joint philosophy enabling students to achieve excellent outcomes through expectations that are realistic and challenging. Employers in the local area welcome students and the school enjoys a good reputation in the community.

Work experience placements usually take place one day each week over a designated period of time, for example a term. Each placement is chosen by the student with the support and guidance of staff, in consultation with parents and carers to match the specific interests, aptitudes and skills of individual students and is risk assessed by the Assistant Headteacher for Sixth Form. All students are

accompanied by a Teaching Assistant when taking part in work experience placements. Employers value Ifield's commitment to supporting work experience; the positive relationships that have been nurtured with local businesses enable students to have a growing selection of internal and external opportunities and experiences to choose from. Opportunities have included animal care at Larkin Farm, site and grounds maintenance at the local cricket ground, catering in the LINK19 Café and cataloguing artefacts with Gravesham Historic Society at the Cold War Bunker.

When taking part in work experience students on the Discover and Innovate pathways work towards an ASDAN unit of study and log their work placement experience. This includes photographs, information about key skills, what they learnt, use of equipment and self and employer's evaluation. This is an important aspect of a student's work experience and is used as a reminder of their achievements and to support applications for future apprenticeships, employment or supported internships.

As part of the careers curriculum, students on the Discover and Innovate Pathways access weekly options which may include Catering, Hair and Beauty, Working with Wood (based at the Ifield School Woodland), Performing Arts and Challenger Troop.

## **Forest School**

Students at the Sixth Form have access to our own school woodland near Cobham where there is a strong emphasis on problem solving, working as part of a team and developing independence. Forest School is a person-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term programme that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. Forest School helps learners develop socially, emotionally, spiritually, physically and intellectually. It creates a safe, non-judgemental nurturing environment for learners to try new skills, and to enjoy the wonder and beauty of the natural world.

## **Challenger Troop**

A group of students attend Challenger Troop, an organisation of providers of military ethos programmes for young people. Each participant takes part in a 12-week outdoor learning course. Students experience bush craft, assault course, making shelters, they develop and improve levels of fitness and are encouraged to work outside of their comfort zone. This enables them to fulfil their learning potential by developing each individual's personal and employability skills to help them become confident individuals, effective contributors in class, successful learners and responsible citizens.

## **PE Enrichment**

On Friday afternoons all students access a range of local community leisure centres and facilities such as Cascades Gym, the Cyclopark, rambling and trim trail at Shorne Country Park, cycling on accessible bicycles at Ifield School. During the colder months some students access bowling at Hollywood Bowl in Rochester. These options are based on students' needs, accessibility and interest and are rotated three times a year. This builds strength and stamina and engages students in

community leisure facilities, building an understanding of the importance of physical and mental health and wellbeing.

## Other Opportunities

Joint Enterprise events with LINK19 learners take place across the academic year, which include the Christmas Bazaar, Easter Fayre and Summer Fete. Parents, carers and families are invited to join in events which provide learning opportunities such as planning, budgeting, advertising, organising and selling products created.

Students have the opportunity to become Class Representatives on the Student Forum and Sixth Form Ambassadors.

Students also have the opportunity to participate in the school skiing residential trip to Italy.

*'Pupils' personal development sits at the heart of leaders' vision. The school has developed a highly effective curriculum for relationships and sex education, which is precisely tailored to individual pupils' developmental stage. Pupils experience a range of purposeful trips and visits. The school offer residential trips, including a skiing trip in Italy, so that pupils feel increasingly confident in what they can do. Having recognised that many pupils did not feel confident about life after school, the school has developed a very clear careers programme. This programme has a very positive impact on pupils' aspirations.'* Ofsted, November 2023

## Dress Code

We are preparing students for adulthood and for some young people this means the world of work. Students are not expected to wear school uniform however, we do ask that they wear clothes suitable for the workplace. In line with the Ifield School Code of Conduct and Dress Code, please note that students should dress appropriately and modestly in the hot weather. The dress code is smart casual wear for work. Clothing should be suitable for students needs and should be appropriate for the weather and time of year.

Gentlemen may wear smart tailored trousers or shorts, with a shirt or polo shirt.

Ladies may wear smart tailored skirts, trousers, dresses, or shorts. They should not wear clothing that has spaghetti straps, low front, bare midriff, or open backs.

In line with health and safety no flip flops or open shoes are allowed for anyone. If trainers are worn they should be plain black.

## Safeguarding at Ifield School

All staff, governors, parents, families and pupils at Ifield School have an essential role to play in making our school safe and secure. Ifield School recognises our moral and statutory responsibility to safeguard and promote the welfare of all children. Ifield School recognises the importance of providing an ethos and environment within school that will help all pupils to feel safe and respected; encouraging pupils to talk or express their feelings openly. We are alert to the signs of abuse and

neglect and follow our procedures to ensure that children receive effective support, protection and justice.

In order to have an overview of all the pupils the school conducts regular information sharing meetings with colleagues from other agencies such as the NHS and Social Services.

Our school core safeguarding principles are:

- It is a whole school responsibility to safeguard and promote the welfare of children as its paramount concern.
- All pupils (defined as being on roll at the school) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All pupils have a right to be heard and to have their wishes and feelings taken into account.
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies.
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with statutory guidance and school policy and procedure. Ifield School's Safeguarding Policy and associated documents including safeguarding leaflets can be found on our school website; [www.ifieldschool.com](http://www.ifieldschool.com)

## Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) at Ifield School has the overall responsibility for the day to day oversight of the safeguarding and child protection systems in school. The school also has appointed Deputy DSL's. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. The DSL and deputies have completed appropriate and specific training to provide them with the knowledge and skills required to carry out their role.

The Governing Body have also appointed a named Safeguarding Governor. It is the role of the Governors to ensure the school has effective safeguarding policies and procedures in place that take into account local risks, any statutory guidance issued by the Secretary of State, any Local Authority guidance and locally agreed inter-agency procedures.

## Timings

The school day at Sixth Form begins at 08.45am and ends at 3.30pm. There is a formal morning break between 10.15am and 10.30am for all students. Lunch break is from noon – 1.00pm

## Timetables

### Sample Timetable for Explore Students

Ifield School Timetable 2024-2025

Term	1-6	Pathway	Explore	Class	Diamond	Teacher
		Monday	Tuesday	Wednesday	Thursday	Friday
8.45 - 9.00		Registration Early Morning Work	Registration Early Morning Work	Registration Early Morning Work	Registration Early Morning Work	Registration Early Morning Work
9.00 - 9.15		Early Morning Work	Early Morning Work	Early Morning Work	Early Morning Work	Early Morning Work
9.15 - 9.45		Communication	Preparation for Adulthood	Communication	Communication	Communication
9.45 - 10.15		Foundations for Literacy	Preparation for Adulthood	Foundations for Literacy	Forest School	Foundations for Literacy
10.15 - 10.30		Morning Break	Morning Break	Morning Break	Morning Break	Morning Break
10.30 - 11.30		Foundations for Maths	Preparation for Adulthood	Foundations for Maths	Forest School	Foundations for Maths
11.30 - 12.00		Foundations for Maths	Preparation for Adulthood	Foundations for Maths	Forest School	Foundations for Maths
12.00 - 12.30		Lunch	Lunch	Lunch	Lunch	Lunch
12.30 - 1.00		Break	Break	Break	Break	Break
1.00 - 1.15		Story/reading	Story/reading	Story/reading	Story/reading	Story/reading
1.15 - 2.00		Expressive Arts	Developing Independence	My Body	Digital Skills	Enrichment
2.00 - 2.45		Expressive Arts	Developing Independence	My Self	Digital Skills	Enrichment
2.45 - 3.00		Expressive Arts	Developing Independence	My Community	Digital Skills	Enrichment
3.00 - 3.30		Personalised Interventions	Personalised Interventions	Personalised Interventions	Student briefing - LINK Café	Weekly review and consolidation of learning

### Sample Timetable for Discover Students

Ifield School Timetable 2024-2025

Term	1-6	Pathway	Discover	Class	Emerald	Teacher
		Monday	Tuesday	Wednesday	Thursday	Friday
8.45 - 9.00		Registration - Early morning work	Registration - Early morning work	Registration - Early morning work	Registration - Early morning work	Registration - Early morning work
9.00 - 9.15		Early morning work	Early morning work	Early morning work	Early morning work	Early morning work
9.15 - 9.45		Preparation for Adulthood	Maths	English	Maths	Maths
9.45 - 10.15		Preparation for Adulthood	Maths	English	Maths	Maths
10.15 - 10.30		Morning Break	Morning Break	Morning Break	Morning Break	Morning Break
10.30 - 11.30		Preparation for Adulthood	English	Maths	English	Digital skills
11.30 - 12.00		Preparation for Adulthood	English	Maths	English	Digital skills
12.00 - 12.30		Lunch	Lunch	Lunch	Lunch	Lunch
12.30 - 1.00		Break	Break	Break	Break	Break
1.00 - 1.15		Reading	Reading	Reading	Reading	Reading
1.15 - 2.00		PHSCE/RSE	Enterprise and Employability	Developing independence	Options	Enrichment
2.00 - 2.40		PHSCE/RSE	Enterprise and Employability	Developing independence	Options	Enrichment
2.45 - 3.00		PHSCE/RSE	Enterprise and Employability	Developing independence	Options	Enrichment
3.00 - 3.30		Personalised Interventions	Personalised Interventions	Personalised Interventions	Student briefing	Weekly review and consolidation of learning

## Sample Timetable for Discover and Innovate Students

Ifield School Timetable 2024-2025

Term	1-6	Pathway	Discover Innovate	Class	Sapphire	Teacher	
		Monday	Tuesday	Wednesday	Thursday	Friday	
8.45 - 9.00		Registration - Early morning work	Registration - Early morning work	Registration - Early morning work	Registration - Early morning work	Registration - Early morning work	
9.00 - 9.15		Early morning work	Early morning work	Early morning work	Early morning work	Early morning work	
9.15 - 9.45		English	Maths	English e	Preparation for Adulthood	Maths	
9.45 - 10.15		English	Maths	English	Preparation for Adulthood	Maths	
10.15 - 10.30		Morning Break	Morning Break	Morning Break	Morning Break	Morning Break	
10.30 - 11.30		Maths	English	Maths	Preparation for Adulthood	English	
11.30 - 12.00		Maths	English	Maths	Preparation for Adulthood	English	
12.00 - 12.30		Lunch	Lunch	Lunch	Lunch	Lunch	
12.30 - 1.00		Break	Break	Break	Break	Break	
1.00 - 1.15		Reading	Reading	Reading	Reading	Reading	
1.15 - 2.00		Digital skills	Enterprise and Employability	PHSCE/RSE	Options	Enrichment	
2.00 - 2.45		Digital skills	Enterprise and Employability	PHSCE/RSE	Options	Enrichment	
2.45 - 3.00		Digital skills	Enterprise and Employability	PHSCE/RSE	Options	Enrichment	
3.00 - 3.30		Personalised Interventions	Personalised Interventions	Personalised Interventions	Student briefing	Weekly review and consolidation of learning	

## Sample Timetable for Innovate Students

Ifield School Timetable 2024-2025

Term	1-6	Pathway	Innovate	Class	Amethyst	Teacher	
		Monday	Tuesday	Wednesday	Thursday	Friday	
8.45 - 9.00		Registration	Registration	Registration	Registration	Registration	
9.00 - 9.15		Early morning work	Early morning work	Early morning work	Early morning work	Early morning work	
9.15 - 9.55		Maths	Preparation for Adulthood	Maths	English	Maths	
9.55 - 10.35		Maths	Preparation for Adulthood	Maths	English	Maths	
10.35 - 10.50		Morning Break	Morning Break	Morning Break	Morning Break	Morning Break	
10.50 - 11.30		English	Preparation for Adulthood	English	Maths	English	
11.30 - 12.00		English	Preparation for Adulthood	English	Maths	English	
12.00 - 12.30		Lunch	Lunch	Lunch	Lunch	Lunch	
12.30 - 1.00		Break	Break	Break	Break	Break	
1.00 - 1.15		Reading	Reading	Reading	Reading	Reading	
1.15 - 2.00		PHSCE/RSE	Digital skills	Enterprise and Employability	Options	Enrichment	
2.00 - 2.45		PHSCE/RSE	Digital skills	Enterprise and Employability	Options	Enrichment	
2.44 - 3.00		PHSCE/RSE	Digital skills	Enterprise and Employability	Options	Enrichment	
3.00 - 3.30		Personalised Interventions	Personalised Interventions	Personalised Interventions	Student briefing	Weekly review and consolidation of learning	

## Transport

Most of our pupils travel to school and home on transport organised by the Local Authority. You can apply for home/school transport via [www.kent.gov.uk](http://www.kent.gov.uk). We can support you with transport applications.

## Attendance

We are required to keep records and report annually on student attendance. If your child is absent, we ask parents and carers to telephone to explain the absence the same day. If we do not receive an explanation the absence will be recorded as unauthorised. We request that parents and carers telephone school as early as possible on the first day of absence and keep us up to date during your child's absence. It would also be helpful if parents and carers could inform school in advance as to any hospital/medical appointments that your child will be attending. From September 2013, the Department for Education amended the Pupil Registration Regulations, removing the school's ability to authorise leave of absence for the purpose of a family holiday. Requests for holiday in term time will not be authorised. The Headteacher may authorise absence in 'exceptional circumstances' but this must be requested in advance and agreement of each request is at the discretion of the Headteacher, acting on behalf of the governing body. Each case will be judged on its merits.

## Destinations – where our students transition after leaving at the end of Year 14

	2020-2021		2021-2022		2022-2023	
<b>Number of students in cohort</b>	<b>9</b>		<b>16</b>		<b>10</b>	
<b>LINK19 College</b>	<b>3</b>	<b>34%</b>	<b>8</b>	<b>50%</b>	<b>6</b>	<b>60%</b>
<b>Other FE</b>	<b>3</b>	<b>34%</b>	<b>3</b>	<b>19%</b>	<b>3</b>	<b>30%</b>
<b>Employment</b>	<b>1</b>	<b>11%</b>				
<b>Seeking Employment</b>	<b>1</b>	<b>11%</b>	<b>2</b>	<b>12%</b>		
<b>Supported Living</b>						
<b>Social Care</b>	<b>1</b>	<b>11%</b>	<b>3</b>	<b>19%</b>		
<b>Supported at home</b>					<b>1</b>	<b>10%</b>

From 2020-2021 to 2022-2023, 77% of Ifield students have moved onto further education courses or supported employment.

- In 2021 67% of students moved on to further education courses.
- In 2022 68% of students moved on to further education courses.
- In 2023 90% of students moved on to further education courses.

## Finally

We believe education should be a special time for your young person that provides memories, successes, and friendships that they will cherish for the rest of their lives.

**LINK Centre**  
**H Block**  
**North Kent College**  
**Entrance via Dering Way**  
**Gravesend**  
**Kent**  
**DA12 2JJ**

