

A person is seen from behind, wearing a black hoodie. The hoodie has the words "LEAVERS" and "2023" printed on the back in a white, bold, blocky font with a black outline. The person is standing in front of a white wall on the left and a blue wall on the right.

LEAVERS

2023

Preparation for Adulthood

Introduction

The journey to adulthood starts the day that we are born.

The SEND Code of Practice (CoP) states that everyone working with children and young people with SEN or disabilities across education (including early years, schools, colleges and 16 to 19 academies), health and social care, should support children and young people with SEN and disabilities to prepare for adult life and help them go on to achieve the best outcomes in employment, independent living, health and community participation.

Preparation for Adulthood must be a focus in reviews of any support plans and EHC Plans from year 9.



Preparing for Adulthood

At The Observatory School Preparation for Adulthood is embedded across the curriculum from when a child joins to when they finish, ensuring they are ready for their next stage in life.

The areas are:

- **education and/or employment** – including exploring different employment options
- **independent living** – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living
- **participating in society** – including having friends and supportive relationships, and participating in, and contributing to, the local community
- being as **healthy** as possible in adult life.



Education and Employment



Education and Employment

We have careers embedded across the curriculum with all subjects linking to possible career pathways. Careers is also strongly linked to our PSHE curriculum.

We have external advisors visit each week.

Careers Connect work with The Observatory School to provide impartial careers information for our pupils. Careers education, information, advice and guidance (CEIAG) is available to all students from Year 5 through to Year 11. A careers programme of study is delivered through our Life-skills and PSHE/PSD lessons which is supported by form time activities and numerous opportunities for business, college and community exposure, visits, activities, experiences, assemblies and discussions.



Wirral Met and Liverpool City College

Wirral Met and Liverpool City College offer guided tours and visits specifically designed for our students. Understanding the college environment beforehand can help students feel more comfortable and confident about the transition.

We arrange meetings with both colleges' support staff, counsellors, or special education coordinators. This will allow us to discuss individual student needs and understand how the colleges can accommodate them.

We conduct transition workshops designed to prepare students for the transition to college. These may cover time management, stress management, coping strategies and life skills.

Additionally, we discuss Individualised Education Plans (IEPs) with both colleges. These plans can help address specific learning and support needs, providing a tailored approach to education.



Destinations

INTENDED DESTINATION	APPLICATION MADE
WMC	WMC - L2 Bricklaying
WMC	Progression to FE - issued application form for Mum
WMC	WMC - L2 Engineering (T Level)
WMC	WMC - L2 Sport
WMC	WMC - L2 Joinery
WMC	WMC - L1 H&SC
WMC	WMC - L1 Childcare
CCSW/HB	CCSW - Engineering, Hugh Baird - Childcare and Education
WMC	Applied - mum confirmed- <u>Progresstion</u> to FE
WMC	Applied - L1 IT/Animal Care
WMC	Applied - Art and Design
LCC	LCC - L2 Dance
SWRAC	Applied
WMC	WMC - L1 Catering and Hospitality
WMC	WMC - <u>Esports</u> /Pre-Uniformed Services
WMC	WMC - L1 Music
WMC	LCC - EL3 Construction - <u>multicraft</u> activities
WMC	WMC - L1 Construction - <u>Multicraft</u>
PTV	Notified by SD that <u>Lexci</u> has applied for the Princes Trust
APPLIED	



Qualifications/Pathways

Our curriculum is designed so that every pupil can succeed. We recognise that every learner is different and that not everyone's pathway after school is going to be the same.

From year 10 and 11 pupils are placed on a vocational or academic pathway. This is based on their BSquared assessments in year 9.



Progression Steps	Age	Qualification Levels	Time to Progress
Progression Step 10	13-15 years	GCSE 4+	1 year 9 months
Progression Step 9		Level 2	
Progression Step 8	11-13 years	Level 1	2 years 3 months
Progression Step 7	9-11 years	Level 1	2 years
Progression Step 6	7-9 years	Entry Level 3	2 years
Progression Step 5	6-7 years	Entry Level 2	6 months
Progression Step 4			9 months
Progression Step 3	5-6 years	Entry Level 1	6 months
Progression Step 2			6 months
Progression Step 1	4-5 years		1 ½ years
Progression Step 0	3-4 years		9 months
Progression Step -1	2 ½ - 3 years		

Flightpaths

I

Y5	1	2	3	4	5	6	7	8	9	10
End of KS2 Target	PS 2	PS 3.75	PS 4	PS 7.2	PS 7.5	PS 7.75	PS 7	PS 8	PS 9.75	PS 10+
End of KS3 Target	PS 6.5	PS 7.5	PS 7.75	PS 8.5	PS 8.75	PS 9.2	PS 9.4	PS 10.4	PS 10+	n/a
KS4	PS 7.75	PS 8.5	PS 8.75	PS 9.25	PS 9.8	PS 9	PS 10.4	PS 10+	n/a	n/a
Flightpath	EL 2	EL 3	EL 3	L1	L1	L1	L2	GCSE 4-5	GCSE 6-8	GCSE 8+

Future Yard

Future Yard Training

- Sound Check is a new training programme from Future Yard, designed to introduce young people to the skills they need to pursue careers in the live music industry. It is open to young people aged 14 to 24 from the local area.
- From sound engineers to event managers, lighting designers to box office, this brand new programme will introduce you to the range of job roles and skills you need to make your career in the live music industry.



The Oval

Pupils have the opportunity to have work experience placements with a swimming instructor at our local swimming pool.

They can also complete the Swim England Level 1/2 qualification.

We also offer swimming lessons across the whole school to ensure pupils have the opportunity to learn to swim...which is a vital life skill.



Working with local employers/community

Pupils have the opportunity to work with local employers and business. We have a strong link with a local artist who painted the Queens mural in Moreton. Pupils have enjoyed speaking with her and finding out different jobs linked to the creative sector.

We have also worked with...



Hooves for Healing

Hooves for Healing are a charity who work with SEN and disabled children. They offer work experience placements for pupils where they get to experience work at the stables.

We have also worked with the Horse Riding Centre.



Urban Bike Workshops

Pupils have had the opportunity to join bike workshops on a weekly basis. Pupils have learned how to fix a bike and also had to recycle. They have also experienced what it is like to work in a bike workshop.



Tam O'Shanter's Urban Farm

Situated on Bidston Hill on the Wirral, the Tam O'Shanter historic cottage and free urban farm is run by a charitable trust with the aim of providing an enjoyable and educational experience for kids and adults alike.

Tam O'Shanter is in the heart of the community, providing fun, education and volunteering opportunities for all ages.

Pupils have completed volunteering roles at the farm over the past 2 years. Different groups have 6 week slots to work at the farm on a weekly basis.

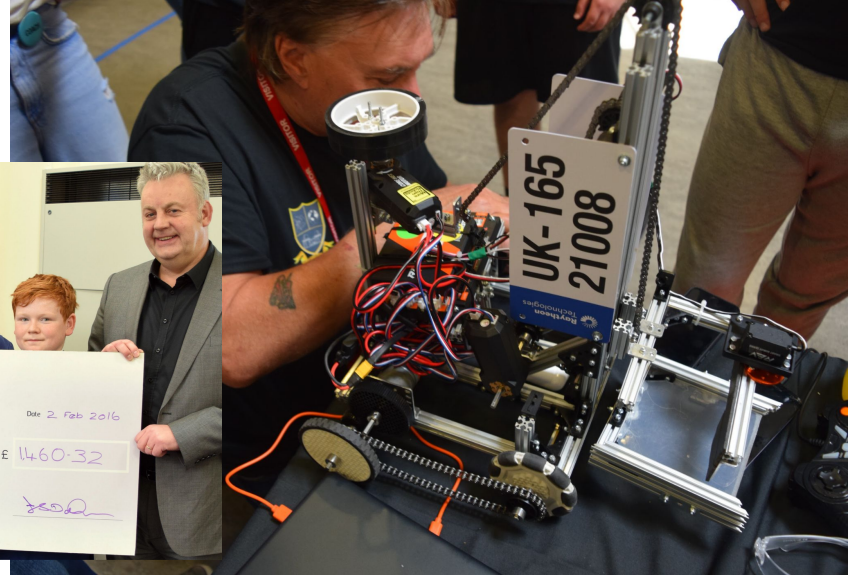
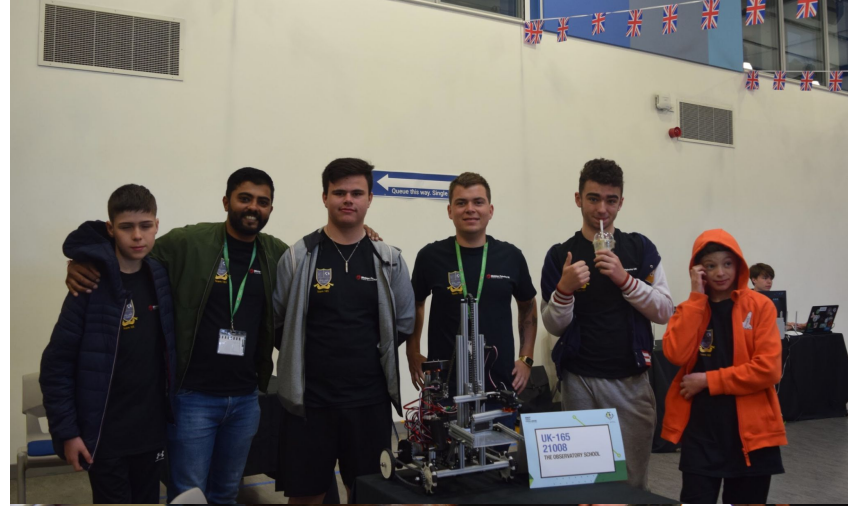


Faiveley/Wabtec

Faiveley Transport is a leading global provider of value-added, integrated systems and services for the railway industry with annual sales of about £1.2 billion.

We have developed a strong partnership with them and they have supported the school donating £10000 for our Robot engineering project.

Our STEM have been very successful with their Robot FirstTech competitions - where they have competed with schools nationally.

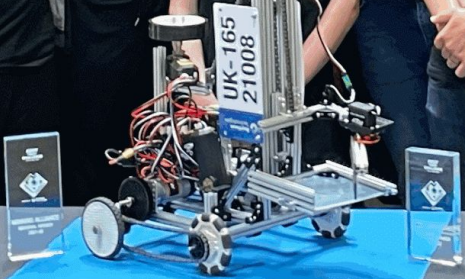




**FIRST
TECH
CHALLENGE**
UK & IRELAND

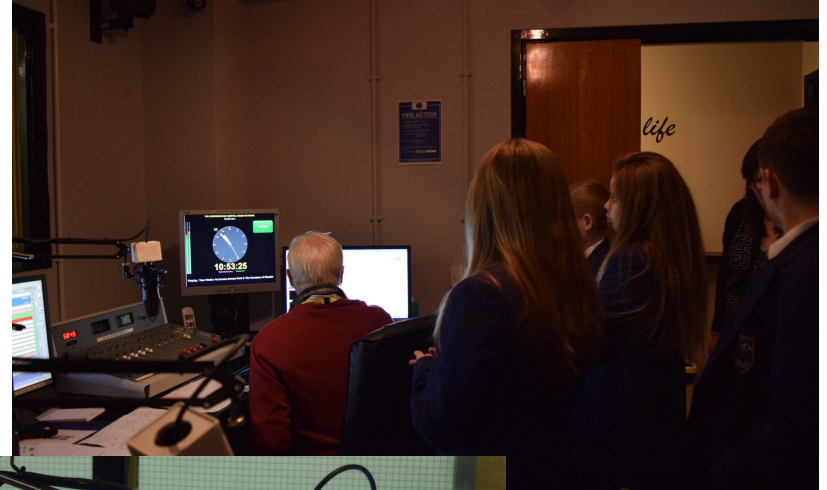
REGIONAL TOURNAMENT

Support from our industry mentors allowed the STEM team to win at the regional competition. Some of the team then were able to compete at Cambridge University in the national First Tech Challenge.



Arrowe Sound

We have worked closely with Arrowe Park Hospital Radio. Pupils have had the opportunity to present live on the radio and also plan radio sessions.



arrowe 
sound
"YOUR CHOICE FIRST"

Worlds Wettest Classroom

Historically we have had projects where career led learning was the focus. An example of this is the Worlds Wettest Classroom where pupils had lessons on a boat - they were even the focus of the BBC School News Report!



Boomerang - keeping in contact

The aim of the Boomerang Program is to keep former students and staff in touch with each other and the school.

The Observatory School keep in touch with former pupils in several ways. We hold an Annual Awards Ceremony in school, usually near the start of the autumn term, when we offer the opportunity to meet up with old friends and look round the school, recall memories from their time here and see the changes that have occurred since then. The pupils also receive their certificates for their achievements from the summer term.

We also have a dedicated phone number for former pupils to contact for if they need any support once they leave school. Our Pastoral team are on hand to offer support to pupils whenever they need guidance or support. This may be support with college to filling out application forms for job applications. Click on the photos below to find out more about some of our former students, what they are doing now, and their advice to our current students.

<https://www.theobservatoryschool.wirral.sch.uk/careers-guidance/>



Callum

Wirral Met College

Callum is one of our 2021 leavers and is studying a Science Course at Wirral Met. He has passed his qualification this year (2023) and is completing the higher course next year. He is hoping to go to university after that.



9:20
6/10/16

Kitchen
2

Independent Living

Independent Living

The more you can increase a person's independence the more you can ultimately enhance their quality of life and their autonomy.

We recognise the importance of independence for all our pupils, at a level that is appropriate for their age and ability.

Things we do include...



Pastoral Team

Good preparation for adulthood is about having great attendance. The Pastoral Team deal with the RAG rated attenders and those on the Guardian curriculum. Pupils are encouraged to take ownership of their own attendance.

Ann Baird
Joanne Murphy
Jonathan Gerrard
Lindsey Wooton



Food Technology

Every class has one food technology lesson per week. In year 7 and 8 pupils work towards a Foodwise Asdan qualification.

In year 9, 10 and 11 pupils have the opportunity to work towards a BTEC Home Cooking qualification.



Trips Abroad/residentials

'I feel lucky. I'm glad I came to this school. My trip to France was great, it helps your confidence. Once you've done it once you can do it again.'

We have embarked on several international trips. Including countries such as Iceland, Spain, France and Finland. We have also had residentials to Collemendy and Crosby.

The visits have been an excellent way to promote independent living skills and to broaden the horizons of our pupils.



Lunch Times

Encouraging good table manners in school from an early age can avoid the development of inappropriate behaviour when they mature, enabling them to have enjoyable meals in restaurants and friends' homes.

We promote good table manners every lunch time...some pupils have to be taught how to use a knife and fork on arriving to the school. Staff members model good table manners and there are clear rules and expectations in the dinner hall.



Swimming Lessons

The most important reason is that swimming is the only sport which can save a child's life.

Drowning is still one of the most common causes of accidental death in children, so being able to swim is an essential life-saving skill. It's important to remember that children who appear water confident are not always competent swimmers.

As well as weekly lessons we also promote outdoor activities involving water including canoeing, kayaking and sailing.



Literacy/Reading

Definitionally, literacy is the ability to “read, write, spell, listen, and speak.”

Reading is necessary for learning, so instilling a love of reading at an early age is the key that unlocks the door to lifelong learning. Reading aloud presents books as sources of pleasant, entertaining, and exciting formative experiences for children to remember. Children who value books are more motivated to read on their own and will likely continue to hold that value for the rest of their lives.

Instilling a love of reading early gives a child a head start on expanding their vocabulary and building independence and self-confidence. It helps children learn to make sense not only of the world around them but also people, building social-emotional skills and of course, imagination.



Accelerated
Reader

Numeracy

Numeracy is necessary for everyday living. From daily activities like telling the time, cooking and setting the table to more difficult tasks such as understanding mobile phone plans, planning a trip, reading a map and understanding timetables.

Numeracy is embedded into the maths curriculum with a new numeracy focus being developed throughout the school. In year 10 pupils complete an ASDAN which covers Financial choices.

Numeracy interventions with STAR Maths and Freckle are currently in the launch phase (See Mr Bhalsod for further information)



Freckle

ASDAN Module 9 Financial Choices

Section B:
Plan a budget to live independently for 1 year.

Plan a budget for a youth group.

Investigate how you could fund going to university.

ASDAN Module 10 Careers and your future

Section A:
Identify the skills and attributes that employers look for in their employees.

Understand what it means to be employable.

Develop a lifeplan that identifies personal aspirations, attributes and skills; be able to set compelling goals.



ASDAN

PSHE

Our PSHE curriculum has a strong focus on independent living and living in the wider world

Key Stage 3						
At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.						
<p>(Year 7) Pupils should Know...</p> <p>(Core knowledge and concepts to be learned)</p>	<p>Health & well-being <u>Mental health & emotional well-being</u></p> <p>how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</p> <p>the characteristics of mental and emotional health and strategies for managing these.</p> <p>Relationships <u>Positive relationships</u></p>	<p>Living in the wider world <u>Choices, pathways, work and careers.</u></p> <p>To list their strengths, interests, skills, qualities and values and how these develop to a chosen career.</p> <p>To recognise the importance of setting realistic yet ambitious targets and goals.</p> <p>To learn about young people's</p>	<p>Health & wellbeing <u>Managing risk and personal safety including drugs, alcohol & tobacco.</u></p> <p>Identifying a range of legal and illegal drugs, their risks and effects.</p> <p>To understand the effects, risks and law relating to cannabis.</p> <p>To understand the risk of volatile substance abuse.</p> <p>Relationships <u>Bullying, abuse and</u></p>	<p>Living in the wider world. <u>Media literacy and digital resilience</u></p> <p>To learn that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity.</p> <p>To establish personal values and clear boundaries around aspects of life that</p>	<p>Health & wellbeing <u>Healthy lifestyles inc puberty & sexual health.</u></p> <p>The importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities.</p> <p>The benefits of physical activity and exercise for physical and mental health and wellbeing.</p>	<p>Living in the wider world. <u>Learning skills & financial choices</u></p> <p>To explore study, organisational, research and presentation skills.</p> <p>To review their strengths, interests, skills, qualities and values and how to develop them.</p> <p>To assess and manage risk in relation to financial decisions that young</p>

Internet Safety

- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online.



Drugs, alcohol and tobacco

Our PSHE curriculum covers this topic. We also have external support from our drug and alcohol advisor Lea Slone.

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions
- the law relating to the supply and possession of illegal substances
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
- the physical and psychological consequences of addiction, including alcohol dependency
- awareness of the dangers of drugs which are prescribed but still present serious health risks
- the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so



Wellbeing Days

Every term we have a theme day where we focus on different topics. We have another wellbeing day this term where we have had support from Colgate who have donated toothbrushes and toothpaste.



Daily Reflection

Following a pupil voice survey, our collective worship was renamed by the children as 'Reflection' with each daily reflection being a 'Time to' (e.g. Time to think, time to be, time to act etc)

Our reflections are an opportunity to praise, celebrate, reflect and wonder about our school vision and how it can enrich our daily lives. We underpin them with our vision of 'working together to reach our full potential'.

We are an inclusive school and so our reflections are also mindful and respectful of different faiths. Our reflection times are there to present all our pupils with a firm foundation for a strong moral code based on values for their life now and in the future, whatever beliefs they may choose to have. They serve as a vehicle for them to reflect, discuss, question and evaluate how they can become the best version of themselves and let their light shine on others for the collective good.

We aim to make the reflections current and relevant to the world the children live in now and reflect national and global issues. Our Personal Faculty leads help senior leaders to plan, deliver and review our reflections to ensure that they have relevance and connect with their peers, so that reflections are invitational and inspire them.



Values

At The Observatory School, we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives. Our values are closely linked to British Values and our pupils work hard toward their values goals. Throughout the year we focus on 7 core values. They are :

- **Respect**
- **Kindness**
- **Patience**
- **Perseverance**
- **Compassion**
- **Responsibility**
- **Enjoyment**



Community and Relationships



Relationship and Behaviour Policy

We are proud of the work we do around relationships - this is at the heart of our core values. We know that positive relationships are the key to a happy school and a happy pupil!

We have a restorative approach to behaviour management to ensure that our pupils know how to fix a relationship if there has been an incident. This could be between peers or if there has been an incident involving staff members too.



Restorative Practice

As part of our approaches to managing behaviour, adults should hold a restorative conversation for any pupil who reaches step 4 or 5. This conversation will normally take place during break/social time duty. Sometimes it may include other adults / pupils.

Staff will have a script for the restorative conversation that they feel comfortable with. SLT will choose the appropriate questions from below and address each together, recording responses.

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Responses are to be recorded in Sleuth.



RSE

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

Our PSHE curriculum covers RSE and pupils have 1 lesson per week focusing on different areas such as respectful relationships, anti bullying and friendships.

Autumn 1: Relationships	Autumn 2: Relationships	Spring 1: Relationships	Spring 2: Relationships	Summer 1: Relationships	Summer 2: Relationships
<u>Positive relationships</u>	<u>Forming and maintaining respectful relationships</u>	<u>Bullying, abuse and discrimination</u>	<u>Consent, contraception and parenthood.</u>	<u>Relationship values and healthy living</u>	<u>Social influences</u>
The characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality.	To develop strategies to manage the strong emotions associated with the different stages of relationships	To recognise when others are using manipulation, persuasion or coercion and how to respond.	To learn about the concept of consent in maturing relationships.	To recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours.	To evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs.
The role of pleasure in intimate		To understand the law relating to abuse in relationships, including coercive control and online harassment.	To learn the skills to assess their readiness for sex, including sexual activity online.		To learn skills to



Friendships

We promote friendships throughout the school. We have Socials to ensure that pupils get the opportunity to mix with pupils who have similar interests to them. We have lunch clubs such as Dungeons and Dragons club, where pupils can meet up and form friendships based on their interests.

We have theme days where the focus is antibullying.





Litter Picking

Pupils at The Observatory School are taught the value of looking after our community. This includes venturing to the local area to participate in regular litter picks.

Below are photographs from a litter pick pupils took part in the local community.



Good Health



Good Health

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.



Emotional Regulation

It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.



School Counselor

Health Services in Schools is a confidential drop-in service delivered in all Wirral secondary schools for young people. At The Observatory School, HSIS is on Wednesday afternoons. Pupils can speak with familiar staff. Key partners in this service are the School Nursing Service, Action for Children and Brook..



The aim of the service is to provide young people information on all health-related matters — referred to as the service 'core offer'.

These are:

- emotional health and wellbeing
- improving confidence and self-esteem
- sexual health
- relationships
- drug and alcohol misuse
- smoking cessation
- healthy eating and lifestyle

PE and Sport

Every pupil has 2 PE lessons per week to promote a love of fitness and sports. We have football options every break time to ensure a physical activity is available.

We also include fitness in our theme days and work closely with Military Style Education to promote fitness.



Healthy Eating

We promote healthy eating and healthy eating habits across the school. We avoid unhealthy snacks and drinks and encourage our pupils to eat fruit for their mid day snacks. We provide fruit to every class to ensure there is plenty available.

We do not allow fizzy drinks in school and our school pledge outlines healthy choices.

We do not use sweets or chocolate as rewards to ensure eating high sugary food is not seen as a reward.

We also have breakfast club every morning. Providing cereals and toast for all pupils.

