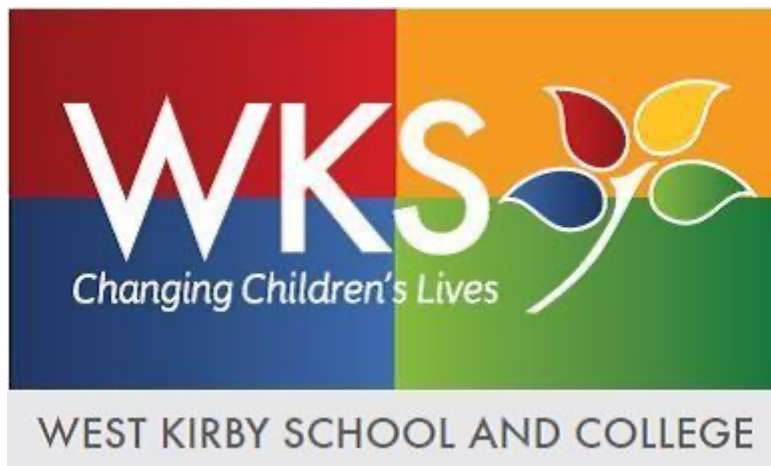




West Kirby School and College

Post 16 Handbook 2026-27

Written by: Steve Hulme

Reviewed / agreed: May 2026

Statement of intent

The Post 16 provision is responsible for the transition from Key Stage 4 into Post 16 and the transition from Post 16 into the world of work or Further Education. The provision supports the students throughout these transitions as well as providing for continued academic achievement and the development of social skills to help prepare our students for adult life.

Students follow Programmes of Study that have been designed to offer students a planned learning experience, that aligns with their preferred career pathways, but also allows for other experiences engaging with the local community and further study to deliver a broad experience that will help them through adult life.

What we offer in Post 16, challenges students to grow as individuals and become confident young adults, playing a responsible and rewarding role in their communities.

For these reasons, this policy sits heavily alongside the following policies:

- *Personal Development and Wellbeing*
- *Relationship and Health Education*
- *Personal, Social and Health Education*
- *Curriculum and Teaching, including reading and phonics*
- *Safeguarding*
- *Attendance*

Contents:

- Post 16 Independence, punctuality and attendance
- Enrichment and enjoyment
- Career Pathways
- AI Policy

Post 16 Independence, punctuality and attendance

Students in Post 16 are empowered through degrees of independence. These are based on individual needs, risk assessments and consultations with pupils, parents and carers.

This area of development sits alongside the need for pupils to demonstrate high level attendance and punctuality. There will always be a balance between these two areas, which pupils are able to reach independently, or with varied levels of support from staff, parents/ carers or peers.

Students are expected to be punctual to school and class and to attend all allocated lessons and school-based sessions (e.g. clinical interventions). For this reason, and due to safeguarding, varied levels of support and independence can be enabled for students.

If staff and parents/carers feel that their son/daughter/ward is capable of being independent and can be so safely, then students are enabled to do the following:

Students are able to access the local community. They are able to walk to areas in West Kirby from the main school site, for example the leisure centre or shops. Students will be expected to behave sensibly in public and will leave and return to school through the Post 16 entrance.

If staff feel that students are putting themselves in danger or are behaving inappropriately in school or a public place, this independence can be removed, temporarily or in continued cases, permanently.

This independence is allowed at the following times: before school begins, at break-times and at lunchtimes. There may be occasions outside of these times that staff feel a break from the school environment is needed and after a risk assessment has been implemented this can be allowed. On this occasion the staff member will always consult with the Form Tutor and/or Head of Post 16.

Students who are granted independence must give school their phone number and are aware that if they should be away from school for a time, longer than allowed or expected, they will be contacted by school as part of the procedure to determine where students may be. All students and parents/carers agree to this as part of independence being granted.

Students who travel to and from school have to possess a mobile phone and the number must be given to school. As part of the travel training, the school will work with the student and their parents/carers to draw up a plan to help the student if they have any trouble travelling to and from school.

Enrichment and enjoyment:

There are opportunities for students to experience the adult world, through varied enrichment experiences, which include work placements. These range from a variety of shops, primary schools, bookshops and other retail and service providers. These allow students to use the skills developed in PSHE and PfA classes in school in practical situations and give opportunities to engage positively with the local community.

Enrichment experiences can also include volunteering opportunities, physical health support (e.g. through the school gym), team building experiences and enrichment events which build self-esteem, such as coaching and leadership courses and alternative skills development, when visiting places of work for example.

Post 16 aims to assist our students in facing the challenges they will encounter in early adulthood, being able to make decisions that affect their own lives more often and to accept the consequences of those decisions by taking increasing responsibility for them.

Preparation for Adulthood (See also Careers):

In Post 16 education, Personal Development and Wellbeing concentrates on working with the students to develop their abilities and know-how that they will need to become successful in their pathways, involving further education, training, or working.

Central to this is our Preparation for Adulthood (PfA) programme, delivered to all students, weekly, throughout each year.

It is a rolling programme of termly topic themes relevant and linked to PfA Pathways. The themes are delivered by staff with a range of experiences, that include educational visits, external speakers, external learning opportunities such as work places, in the community and links to other subjects on the curriculum. They link to accredited qualifications through City and Guilds.

In West Kirby School we have a number of key foci which include:

- Employment, Independent Living, Community Inclusion, Health
- This helps them to improve a range of skills from understanding their rights,
- using their time effectively, to becoming better team players and improving their confidence.
- Personal Development in Post 16 education is about challenging students to become mature individuals, readying them for the opportunities that await them.

Careers Pathways

The main aims of the careers provision at West Kirby School and College are to:

- Prepare our pupils for life post-education, by supporting them in developing an understanding of different career paths. We do this by inspiring pupils to make the most of their opportunities by providing information and opportunities and advice during their transition.
- The school works within a legal framework, taking note of the Gatsby Benchmarks and the relevant Education Acts.
- Providing clear advice and guidance to the Head Teacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.
- To identify the guidance needs of all WKS pupils and implement personalised support.

Responsibilities

West Kirby School and College believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations.

It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

The school adheres to the following statutory duties:

- All registered pupils at the school must receive independent careers advice in Years 7 to 14. This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- Career advice must cover a range of education or training options
- Career guidance must be in the best interests of the pupil
- There must be an opportunity for education and training providers to access pupils in Year 7 - 14 in order to inform them about approved technical qualifications or apprenticeships.
- The school must have a clear career policy setting out the manner in which providers will be given access to pupils.
- The career policy and these arrangements must be published on the website
- The school will base its careers provision around the Gatsby Benchmarks

The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by all the staff involved in the design and delivery of the PHSEE and Life Skills programme as well as by external stakeholders who assess the work of the school (e.g. Ofsted).

Careers programme

All staff contribute to the implementation of this policy through their role as educators and support and as subject specialists. Subject specialists embed careers into their subject area. A range of connections between further and higher education providers and employers are exploited to support the curriculum through KS3 to 5. All pupils have access to the following:

- A dedicated school careers pathways lead
- An independent school careers advisor
- Extra-curricular trips support pupils in developing their understanding of a range of different subjects
- External speakers and visitors through both careers specific events and curriculum specific subjects

Careers Team

Senior Leadership Team:	Mr Steven Hulme	shulme@wkrs.co.uk
Career Pathways /Career Leader:	Mrs Helen Shallcross	hshallcross@wkrs.co.uk
Career Lead Assistant/HTLA:	Mrs Helen Vine	hvine@wkrs.co.uk
School Careers Advisor:	Ms. Ruth Evans	ruth.evans@careerconnect.org.uk
Chair of School Board:	Mr. Tom Whitworth	twhitworth@wkrs.co.uk
CEO	Miss Sian Thomas	sthomas@wkrs.co.uk

Careers Provision at West Kirby School and College:

Our pupils have the opportunity to have more than one opportunity with Career Connect each academic year and we encourage parental participation in their child/wards career and future pathways planning. We offer additional personalised support to our pupils and they will receive an extra career support throughout the year, as and when it is needed/requested.

Our pupils are entitled to:

- **Independent and Impartial CEIAG:** that is inclusive and tailored to individual circumstances. It is confidential, impartial, accessible, transparent and provides equity of opportunity. Careers Guidance seeks to support the decision-making process through exploring options and providing information. West Kirby School and College is committed to pupil-centred support.
- **A Careers Education, Information, Advice and Guidance Programme:** that is relevant to all, fulfils the criteria of the Gatsby benchmarks and contributes to the school meeting its strategic objectives.
- **Workshops/Employer Visits and Work Experience:** as part of pupil's course of study or stand-alone.
- **Labour Market Information:** that is relevant, up to date and impartial. This enables pupils to understand the range of opportunities available in the Liverpool City Region, their local area of residency and nationally.
- **Support with preparing for and securing a job:** Informing pupils about the range of skills and qualifications they will need to succeed in the workplace both today and in the future. This includes information on career choice, job search, CV writing, completing applications and access to placements.
- **A range of relevant on-line and virtual CEIAG Support:** for example, UniFrog, National Careers Service and National Apprenticeship Service.
- **Confidentiality:** No pupils details will be disclosed to a 3rd Party without the pupil's individual prior consent, unless required by law, or if the individual is at risk or harm or threatens another individual. Pupils records are held securely in accordance with the Data Protection Act (1998). Pupils may request sight of their records.
- **Equality and Diversity:** The Equality Act 2010 West Kirby School and College is committed to equal treatment of all people.

Experience of Work Place Environments, Employers and Employees

The aim of work experience is to provide an opportunity for all pupils to learn in the work place; an experience that cannot be replicated in school. All pupils are offered the opportunity of work experience whilst in Post 16. This can either be one day or afternoon a week (when timetable allows) throughout the year where opportunities allow. The overall organisation of work experience is undertaken by the Careers Pathways Officer who liaises with staff, parents, pupils and other key stakeholders to support pupils. This supports Preparation for Adulthood.

Workplace visits, job shadowing, career-related volunteering and social action, visits from local employers and employees from a range of occupations.

Further education (FE)

The school will ensure that there are opportunities for providers to visit the school and speak to pupils by maintaining connections with providers of FE and apprenticeships, arranging regular visits to local offer colleges, further and higher education environments, visits to career fairs etc.

Provider Access Statement

Under Section 42B of the Education Act 1997, as of 2 January 2018, we have a duty to provide pupils in Years 8-14 with access to providers of post-14, post-16 and post-18 education and training. The following statement sets out how we manage access requests from these providers.

Due to new legislation being implemented from 1st January 2023, the updated provider access legislation specifies schools must provide at least six encounters for all their students:

- Two encounters for pupils during the 'third key phase' (Year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend

To promote the quality and consistency of provider encounters, the legislation includes a new set of minimum information that the school must ask the provider to give pupils during each encounter. For more information, please go to the Career pages on the school website.

Pupil entitlement

All pupils in years 8 to 14 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

What Providers Can Expect:

Once we have approved a provider, we will work with them to identify the best method for providing access to our pupils. This will include support from education, support and therapies staff, with full access to the school's resources. We are committed to providing meaningful encounters to all pupils using the Making it meaningful checklist. Meaningful

online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

Access Requests

A provider wishing to request access should contact:

Mrs Helen Shallcross

Career Pathways

Telephone:

0151 632 3201

Email:

hshallcross@wkrs.co.uk

AI Policy The use of AI (Artificial Intelligence) within our organisation.

All staff are responsible for ensuring AI is used safely, ethically, and effectively to support pedagogical, administrative, and operational functions, while rigorously upholding our duties regarding student well-being, data protection, and professional standards.

As a specialist provision for children and young people who have complex social and emotional needs, children with

SEND and who may be particularly vulnerable; the application of AI requires heightened consideration of individual

communication styles, sensory needs, processing differences, and potential vulnerabilities.

This aligns with statutory guidance including Keeping Children Safe in Education (KCSIE), the UK General Data

Protection Regulation (UK GDPR), the Data Protection Act 2018 (DPA 2018), and the SEND Code of Practice.

For the purpose of this policy, AI refers to systems performing tasks typically requiring human intelligence (e.g., Large

Language Models (LLMs), chatbots, AI-powered assistive technology, content generators).

Primacy of Professional Judgement: AI tools are supplementary aids and must not replace staff expertise, pedagogical

understanding, knowledge of individual student needs, or therapeutic relationships. Staff remain responsible for evaluating

and adapting any AI-generated output.

Data Protection and Confidentiality: Strict adherence to UK GDPR, DPA 2018, and the Charity's Data Protection Policy is

mandatory. Protection of student Personally Identifiable Information (PII) and sensitive personal data is a fundamental requirement.

Ethical and Responsible Use: AI must be used ethically, transparently, and without bias, promoting equity and inclusion

for learners.

Authorised Use Only: Please see additional **AI Protocol List**.

Unacceptable Use

The following uses of AI by staff are strictly prohibited:

- Inputting PII or sensitive pupil data into non-approved/public AI tools (Critical Breach).
- Using AI to generate personalised pupil plans (e.g., EHCPs, Individual Education Plans (IEPs), Behaviour Support Plans, Risk Assessments). Professional judgement and knowledge of the individual student remain essential for these documents.
- Employing AI to make high-stakes decisions regarding pupils (e.g., assessment outcomes, placement decisions, disciplinary actions).
- Relying on AI for real-time interpretation of pupil's behaviour; communication or emotional states. This requires nuanced human understanding and established relationships.
- Substituting essential human interaction, teaching, or therapeutic support with AI.
- Using AI tools without due care to potential errors and inaccuracies.

- Violating academic integrity or professional standards by presenting AI-generated content as original work without appropriate acknowledgement or adaptation.

AI: Staff Responsibilities & Training

All staff must read, understand, and adhere strictly to this policy.

Staff must complete mandatory training provided by the school on the safe, ethical, and data-compliant use of AI tools in our specific educational context.

Staff must exercise professional judgement and extreme caution regarding any data input into AI tools, particularly concerning student information. The default position must always be maximum data privacy.

Staff must consult the AI Lead, HT, DSL, DPO or DDSL if they are in any doubt about the appropriate, safe, or compliant use of any AI tool.

Organisational Responsibilities

The School (Senior Leadership Team - SLT) will ensure appropriate and relevant training on this policy and AI use is provided to all staff.

The HR Team, School, via the Headteacher and DSL, will undertake necessary due diligence and vetting processes, including data protection impact assessments where required.

Non-compliance with AI policy, particularly breaches relating to data protection and unacceptable use, will be treated extremely seriously and may result in disciplinary action in accordance with the Trust's Disciplinary Policy and Procedures, up to and including dismissal.

Breaches

involving personal data may also need to be reported to the Information Commissioner's Office (ICO).