



Q6 College @ Options Prospectus for 19+

www.queensmillsschool.com

A warm welcome and thank you for your interest in Q6, Queensmill School's Post 19 provision.

Q6 has been designed for some of the students graduating from Queensmill School (QS) at the age of 19. Some QS graduates will be able to move on from QS to a mixed special educational needs (SEN) college or further education (FE) settings. Others, due to their levels of autism-related anxieties, will benefit from a QS-like setting to continue post 19, and Q6 is for such students.

Q6 is co-located with the Options Day Services and the collaboration between the services and integration of students and customers in shared spaces is innovative and successful.

Q6 will continue to use all supports for learning that have worked for children in QS, such as a highly structured, low arousal environment in order to make sense of the world, the use of TEACCH and PECS as and when needed, and the consistent use of functional behavioural analysis by staff who are highly trained in autism to ensure that students can demonstrate appropriate behaviours and ways of communicating their wants and needs. These supports at Q6 are designed to reflect and support the more adult oriented approach to activities.

Our focus at Q6 is on the learning and consolidation of independence skills based on both the agreed individual Education, Health and Care Plan (EHCP) outcomes and the Preparing for Adulthood (PFA) outcomes which are:

- Independent Living
- Employment
- Community Inclusion
- Health

We have experienced teaching staff and first rate resources to help each student on their journey. Our aim is for our students to be curious, motivated and challenged whilst with us at Q6. We deliver an accredited OCR Life and Living Skills programme based on the PFA outcomes, ensuring that students have access to meaningful and enjoyable volunteering or work experience placements, and have significant experience enabling our students to access and enjoy what the local community has to offer. Students' learning and progress towards their targets is rigorously and regularly assessed through careful planning, personalised learning programmes, and outcome based programmes such as OCR Life and Living Skills.

Our aims remain the same as those aims for any of our pupils:

“To accept our young people for who they are, help them to understand and manage their autism, and help them make their own decisions about the future and to thrive and flourish towards those next steps.”

1. What do we offer?

We create tailored programmes to support each student by offering a varied curriculum that covers independence and living skills, functional skills, employment skills and access to assisted employment schemes. We want to ensure that our students, regardless of their ASD and associated learning difficulties, have access to a broad, balanced and relevant curriculum that is differentiated and personalised to meet their needs. This includes the following:

Independent Living Skills including an OCR Life and Living Skills Qualification

This will include experiencing and learning about:

- Health and hygiene, food planning and preparation, shopping skills
- Being safe, how let people know if there are any concerns
- Confidence-building and relationship skills
- Presentation and behaviour with new people and in new places
- Leisure skills and what is available in the community, such as use of libraries, swimming pool, gym and clubs as well as self directed time
- Understanding and managing their own autism, including management of change



Arts Awards qualification



The Arts Award is all about seeing, trying and doing new things in the arts world, and collecting and recording arts experiences in an arts log.



Functional English, Maths, and IT

'Functional' meaning that this area of learning is embedded in life skills in a range of settings. This will include continuing learning about speaking, listening, reading and writing in a range of practical settings, practical money skills and financial management, ICT and e-learning skills and safety.



Work Experience and employability



Students at Q6 will have access to Work Preparation sessions, Enterprise Groups, Work Experience placements, and Voluntary and assisted work placements in a range of settings based on their interests and skills



2. The Q6 College Day

The learning day at Q6 runs during term time Monday to Friday from 9am to 3pm at our shared site with Options Day Service. Each student has a personal timetable which will include many or all of curriculum subjects described in 1 above, with the student's own needs and priorities as a focus. For instance if more time is needed to practice literacy skills or living skills this will be available. The Q6 day is structured and curriculum planned to take into account the student's thoughts and hopes about what they want to learn in order to move onto their own next step.

Q6 is a purpose-built learning environment that can offer students:

1. A very safe and secure environment
2. Several teaching rooms, where students can learn with support, either on their own or with other students
3. A room where they can be quiet and on their own when they need it
4. Toilets and hygiene facilities, so that students can learn self care skills
5. A sensory room, and sensory equipment in other areas too, to help students self-regulate and to spend their relaxation time positively
6. An outside space with some sensory/physical equipment to help students self-regulate and to help them to remain fit and healthy
7. A shared outside gardening space
8. A kitchen where students can learn to prepare their own meals and also prepare meals for the group
9. A dining area shared with Options where students can eat together with other service users
10. ICT equipment for learning and to use for leisure time
11. Access to Queensmill School on occasion for work experience or to access specialist facilities
12. Access to volunteering and work experience placements and opportunities, based on their individual interests and skills
13. Access to leisure facilities such as youth clubs, cinemas, and leisure centres so that students can choose how to spend their spare time.

3. What next steps are there to choose from?

Q6 curriculum starts with each individual's agreed EHCP outcomes as targeted goals. These are generally based on the PFA outcomes. The curriculum is designed for students aged between 19 and 25, but students should aim to leave at any point that they are able to move on to their own next step or a less restrictive environment. Students might therefore be able to do any of the following, at any point during those 6 years of study:

- Move to a suitable course at another college
- Attend Q6 part-time and another college part time
- Attend Q6 part-time and work part-time, with or without assistance of Q6 staff
- Move out of home and into assisted housing
- Transition to a supported internship or work-related programme
- Links with Adult Day Services provision and adult respite in collaboration with Options

All our staff, regardless of their role, are experts in the support, development and protection of young adults with autism and share a commitment to enabling our students to achieve their personal goals and aspirations. All staff and any volunteers undertake DBS checks and training as appropriate.

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