

# Beatlie School Senior Phase

S4-S6



# 1. Individualised planning

➤ Skills agreed with parents (at S3 Annual Review):

☐ Health and Wellbeing

☐ Communication and Language

☐ Cognition – understanding the world

➤ Class teacher plans wide range of activities in school and out of school to develop these skills

➤ These skills are evaluated and shared with parents

➤ Class teachers liaise with Speech and language, Physio and OT as required to support activities and strategies.

## 2. Opportunities for Awards and Qualifications:

SQA – National 1

**S4**

Bronze

**Adult Transition** award  
AND  
**Personal Achievement**  
Award



**S5**

Silver

**Adult Transition** award  
AND  
**Personal Achievement**  
Award



**S6**

Gold

**Adult Transition** Award  
AND  
**Personal Achievement**  
Award

Units chosen within these are based on pupil skills and interests and discussions with parents (except for mandatory units)  
Also – other individual Nat 1 or 2 qualifications based on skills, interests can be chosen each year.

**ASDAN** - Towards Independence modules (based on skills, interests)

**Duke of Edinburgh – S5 and S6**

- Skill
- Physical
- Volunteering
- Residential

These are agreed in consultation with parents.

# 3. Emphasis on learning in real life and community settings

Our community partners and settings change each year depending on the needs and interests of those in the senior phase. These include:

- Disability Snowsport UK - ski-ing
- No limits – archery
- Musically Active Dudes (adult community group)
- Local activities i.e Potter Around – Kirknewton, Owl Centre, Gooney Events
- Bike Library
- Firefly
- Friends of Pentland – Reservoir walk

Settings:

- Local Sports centre
- Rowan Grove community garden in Craigshill
- Ten Pin Bowling
- Almondvale Shopping Centre
- Swimming pool (Livingston and Bathgate xcite)
- Local library, cafés, shop



## 4. Supporting transition to post school destination

- ▶ Support young people to try out activities that may be continued post school – invite parents to attend.
- ▶ Organise a Person Centred Planning Meeting (PCP) to discuss future wishes and needs (18 months before leaving date)
- ▶ Organise transition meetings with social work, health and other relevant partners as required throughout the process.



# Transition Process

Supported by Education, Health and Social Work

## Social Work

- ▶ An adult Social Worker will be allocated – ideally 1 year before school leaving date
- ▶ Adult social worker will complete an assessment and work with the family and school to identify a suitable post school package that meets the needs of young person and family.
- ▶ Once a service has been identified, school will link with identified provision and plan a transition programme to ensure a smooth transition





# Transition Process

Supported by Education, Health and Social Work

## Health

- ▶ Community Paediatrician (Dr Yates) will link with hospital consultants and ensure all referrals are made to adult health services before pupil turns 18.
- ▶ Beatlie Nursing team will link in and support with any health information that needs passed on to new day provision.
- ▶ Other health partners, therapist, dieticians etc will all ensure referrals are made to the Community Learning Disability Team.



# Transition Process

## What You Can Do?

- ▶ Apply for Guardianship (before 16 years old)
- ▶ Ensure you have an allocated adult social worker to support the process – referral from child disability or phone Adult Social Care Enquiry Team (ASCET). (1 year before leaving date)
- ▶ Investigate post school options.
- ❖ Carers of West Lothian
- ❖ Other parents
- ❖ Information from School