

Company Policies & Procedures



Post 16 Learning and Education Policy

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Introduction

KTM Post 16 provides a specialised, person-centred Further Education provision tailored specifically for young adults aged 16 to 19+ with Special Educational Needs (SEN), Autism Spectrum Conditions (ASC), Complex Learning Difficulties and Social, Emotional, and Mental Health (SEMH) profiles. Moving beyond traditional classroom structures, KTM Post 16 adopts a relational, trauma-informed, and low-arousal approach that prioritises emotional safety, co-regulation, and holistic development.

Every student enters KTM Post 16 with unique starting points, baseline strengths, and individual aspirations. Our primary objective is to enable successful transitions into adulthood through the four core pillars of Preparation for Adulthood (PfA):

- **Employment & Vocational Readiness:** Developing functional skills, workplace communication, and practical work experience.
- **Independent Living:** Building self-reliance in meal preparation, personal care, household management, and financial budgeting.
- **Community Inclusion:** Cultivating social agency, safe navigation of public spaces, travel training, and community engagement.
- **Health & Emotional Wellbeing:** Fostering self-regulation, sensory management, physical health, and self-advocacy.

Every interaction at KTM is treated as a meaningful therapeutic and educational intervention. We provide a supportive, encouraging, and inclusive environment designed to reduce anxiety, remove barriers to learning, and eliminate setting-induced disability.

Pre-Assessment, Baseline Assessment & Person-Centred Planning

Prior to starting provision at KTM Post 16, a comprehensive Pre-Assessment and Baseline Assessment is undertaken in partnership with the young person, their family, carers and relevant professionals. The purpose of this process is to develop a holistic understanding of the young person's strengths, needs, aspirations and support requirements, ensuring that educational programmes are personalised, meaningful and aligned with long-term outcomes. This process includes:

- **Education, Health and Care Plan (EHCP) Alignment:** Extracting Section F outcomes and mapping these into functional, measurable weekly learning goals that support progression towards adulthood.
- **Person-Centred Information Gathering:** Developing a comprehensive profile of the young person, including personal history, family networks, key contacts, cultural and spiritual considerations, preferences, interests and aspirations.

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- **Health and Wellbeing Assessment:** Reviewing medical conditions, medication requirements, epilepsy or health management plans, sensory and physical health needs, sleep patterns, personal care requirements and any specialist interventions required.
- **Sensory and Environmental Audit:** Identifying individual sensory profiles, processing differences, triggers, anxieties and environmental adaptations required to create a low-arousal, autism-friendly learning environment.
- **Communication Passport Creation:** Establishing preferred communication modalities and effective engagement approaches, including PECS, TEACCH, Makaton, visual supports, social narratives, declarative communication and assistive technologies where appropriate.
- **Baseline Functioning and Independence Assessment:** Evaluating current strengths and areas for development across literacy, numeracy, communication, independent living, personal care, health management, travel training, money management, community participation and social development.
- **Risk and Support Needs Assessment:** Identifying areas where support is required, including community access, travel, health, behaviours of concern, emotional regulation and safety awareness, with clear strategies established to promote independence whilst maintaining wellbeing.
- **Behaviour, Regulation and Emotional Wellbeing Assessment:** Developing an understanding of the young person's regulation profile, indicators of distress, anxiety triggers and effective support strategies using person-centred and Positive Behaviour Support approaches.
- **Preparation for Adulthood Goals Assessment:** Identifying aspirations and baseline skills relating to employment, independent living, community inclusion, health and friendships to inform individual learning pathways and transition planning.
- **Core Team Matching:** Selecting a consistent, highly trained staff team to establish secure relationships, build trust and provide continuity of support throughout the learner's journey.
- **Individual Learning Plan Development:** Using assessment findings to develop an individualised programme that incorporates educational objectives, life skills development, community learning opportunities and Preparation for Adulthood outcomes, with clear measures of progress.

ASDAN Framework & Certificate Achievement System

Our ASDAN curriculum and certificate programme is designed to help young adults develop confidence, independence, and a wide range of essential life skills. Work activities and practical experiences are embedded directly into accredited ASDAN Life Skills Challenge modules. Through engaging, person-centred and inclusive learning opportunities, students work towards recognised ASDAN certificates across four core developmental pathways:

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1. Life Skills Pathway (ASDAN Certification)

These modules focus on essential daily living competencies, including managing personal money, self-care, household management, and food nutrition. Learning activities support students with:

- Organisation and routine building
- Fine and gross motor skills development
- Practical social communication
- Understanding the importance of a healthy lifestyle

2. Community Inclusion Pathway (ASDAN Certification)

These modules focus on real-world community engagement, including using public transport, safely accessing local services safely, exploring new environments, and building independence. Learning activities support students with:

- Anxiety management in public settings
- Road safety and public transport navigation
- Appropriate social engagement and community agency

3. Craft, Create & Innovation Pathway (ASDAN Certification)

These modules focus on creative arts, practical science, digital media, and sensory exploration. Learning activities support students with:

- Expressive communication and creative output
- Turn-taking and collaborative working
- Practical problem-solving and task execution

4. Vocational & Functional Skills Pathway (ASDAN Certification)

These modules focus on workplace readiness, work experience placements, physical wellbeing, and applied Functional Skills. Learning activities support students with:

- Applied literacy and numeracy in real-world contexts
- Employment readiness and work discipline
- Self-advocacy and physical confidence

Curriculum Architecture, Functional Skills & BKSB Assessment

The post 16 curriculum combines practical life-skills training, formal Functional Skills qualifications, accredited ASDAN frameworks, and experiential community-based modules. Learning is delivered dynamically across our Colchester Hub facility, satellite community spaces, and real-world environments.

- ASDAN Life Skills Challenge Programmes: KTM Post 16 delivers accredited ASDAN Life

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Skills Challenge modules, providing recognised, flexible certificates and qualifications tailored to SEND learners. Activities across all learning domains are mapped to ASDAN challenge briefs, allowing students to build a portfolio of accredited certificates as evidence of progress.

- **BKSB Initial Assessment & Diagnostic Platform:** Upon entry, students complete low-pressure, adapted BKSB assessments to accurately establish their baseline working levels in Functional English and Mathematics. BKSB diagnostics generate individual learning targets, track distance travelled, and inform tailored teaching strategies without causing demand-induced anxiety.
- **Functional Skills Qualification Pathways:** Students are supported to work towards formal Functional Skills qualifications (Entry Level 1 to Level 2 in English and Maths) where appropriate for their individual trajectory, providing recognised credentials for employment, supported internships, or further education.
- **Extracted & Contextualised Learning:** Rather than relying exclusively on rigid classroom testing, Functional Skills and BKSB targets are embedded directly into high-interest, real-world tasks and ASDAN modules (e.g., calculating recipe costs, budgeting for weekly shopping, decoding community transport timetables, or writing emails to local suppliers).
- **Certification & Celebration:** Student achievements are verified through internal/external moderation and BKSB progress audits, with formal ASDAN and Functional Skills certificates awarded termly to celebrate individual progress and support future transitions into adulthood.

Digital Care Planning, Progress Tracking & RARPA Framework

KTM post 16 utilises the Sekoia Digital Platform alongside the RARPA Framework (Recognising and Recording Progress and Achievement) to maintain a transparent, real-time record of student progress.)

- **Daily Digital Logging:** Staff log task completions, emotional regulation levels, community visits, and observations post-session on Sekoia.
- **Half Termly reporting:** Comprehensive activity and progress logs are automatically generated and sent every half term to parents/carers, local authority commissioners, and social care teams.
- **End-of-Term Progress Reports:** Senior leadership compiles termly reports evaluating EHCP targets, attendance trends, ASDAN/certificate achievements, and behavioural reduction strategies.

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- Portfolio Evidence Folders: Photographic, digital, and written evidence of achievements is maintained in physical and digital portfolios, celebrated with termly certificate awards.

Positive Behaviour Support & Dysregulation Management

Many young people joining KTM post 16 may experience heightened dysregulated, harmful, or crisis behaviours, rooted in previous trauma, acute anxiety or SEND needs. Our staff are fully trained in Timian Positive Behaviour Management (BILD and Restraint Reduction Network Accredited).

- Behaviour as Communication: All dysregulation is understood as a communication of unfulfilled sensory, emotional, or environmental needs.
- Low-Arousal Environment: Reducing direct demands, eye contact, and verbal pressure during periods of heightened arousal.
- Traffic Light Behaviour Management: Maintaining individual live care plans specifying baseline (Green), escalating (Amber), and crisis (Red) indicators and responses.
- Incident Governance: All instances of dysregulated or crisis behaviours are recorded using the ABC (Antecedent-Behaviour-Consequence) model on Sekoia, with weekly audits conducted by senior leadership.

Policy Review and Governance

This policy will be reviewed annually or following significant changes in statutory guidance, student intake profile, or operational structure.

5. KTM Care Ltd Contact Details

Head Office – Opening Hours: 9am – 4pm, Monday – Friday

Out-of-Hours: 4.00pm - 9.00am Monday – Friday, all Weekend and Bank Holidays

Telephone: 01376 571152 **On Call Mobile:** 07928 860086 **Email:** info@ktmcare.co.uk