



Shortenills

Our work matters. We change lives.



Post 16 Prospectus 2026-2027

Grow Your Future: Learning Rooted in Real-World Skills

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"Our vision is to create a warm, welcoming and nurturing environment where students are known and understood.

We work together to achieve a love of learning and a desire to embrace challenge across all aspects of the curriculum. We aim to prepare students for life beyond school to ensure they can be the best version of themselves as they move onto their next chapter."

Welcome to Shortenills Post 16



Welcome to the Post 16 provision at Shortenills School. We prepare young people for the next chapter of their lives through a curriculum designed to build independence, confidence and real-world readiness. Our Confident Adulthood Curriculum develops the personal and social skills needed for employment, community participation and healthy, independent living. High-quality teaching in Maths and English ensures learners achieve meaningful qualifications that secure future progression, while our Royal Horticultural Society, Business Studies and Childcare programmes provide accredited vocational pathways deeply connected to nature, wellbeing and practical achievement. We are proud of the supportive, aspirational environment we offer and the remarkable progress our learners make as they develop the knowledge, character and agency to thrive beyond school.

We look forward to seeing you!

Jake Brindley
Headteacher



Hannah has almost 20 years of experience in teaching and middle leadership across four mainstream secondary schools in Sussex, Inner London, and Hertfordshire. With a background in English, she joined Aspire School as a class teacher at Shortenills Forest in September 2024, and in January 2025 took up the position of Post 16 Lead at Shortenills. Hannah is passionate about student-centred learning and the importance of strong relationships as intrinsic to individual success.

Hannah Driscoll
Post 16 Lead



Who is the Provision for?



Our Shortenills Post-16 provision is designed for young people aged 16–17 who have an Education, Health and Care Plan (EHCP) with identified Social, Emotional and Mental Health (SEMH) needs, and who may have found it difficult to engage in mainstream education.

Students typically present with needs such as anxiety, low mood and difficulties with emotional regulation. Some may have ADHD, attachment-related needs, or have experienced trauma, exclusion, or disrupted education. Many young people joining the provision may have low self-esteem, reduced confidence, or a history of school refusal.

Shortenills offers a supportive and structured environment where these needs are understood and addressed through consistent relationships, flexibility and a strong focus on emotional wellbeing alongside learning.



Placement Criteria

Our provision is suitable for young people with SEMH needs who are ready to re-engage with education and personal development within a supportive setting.

To be considered for a placement at Shortenills, the following criteria apply:

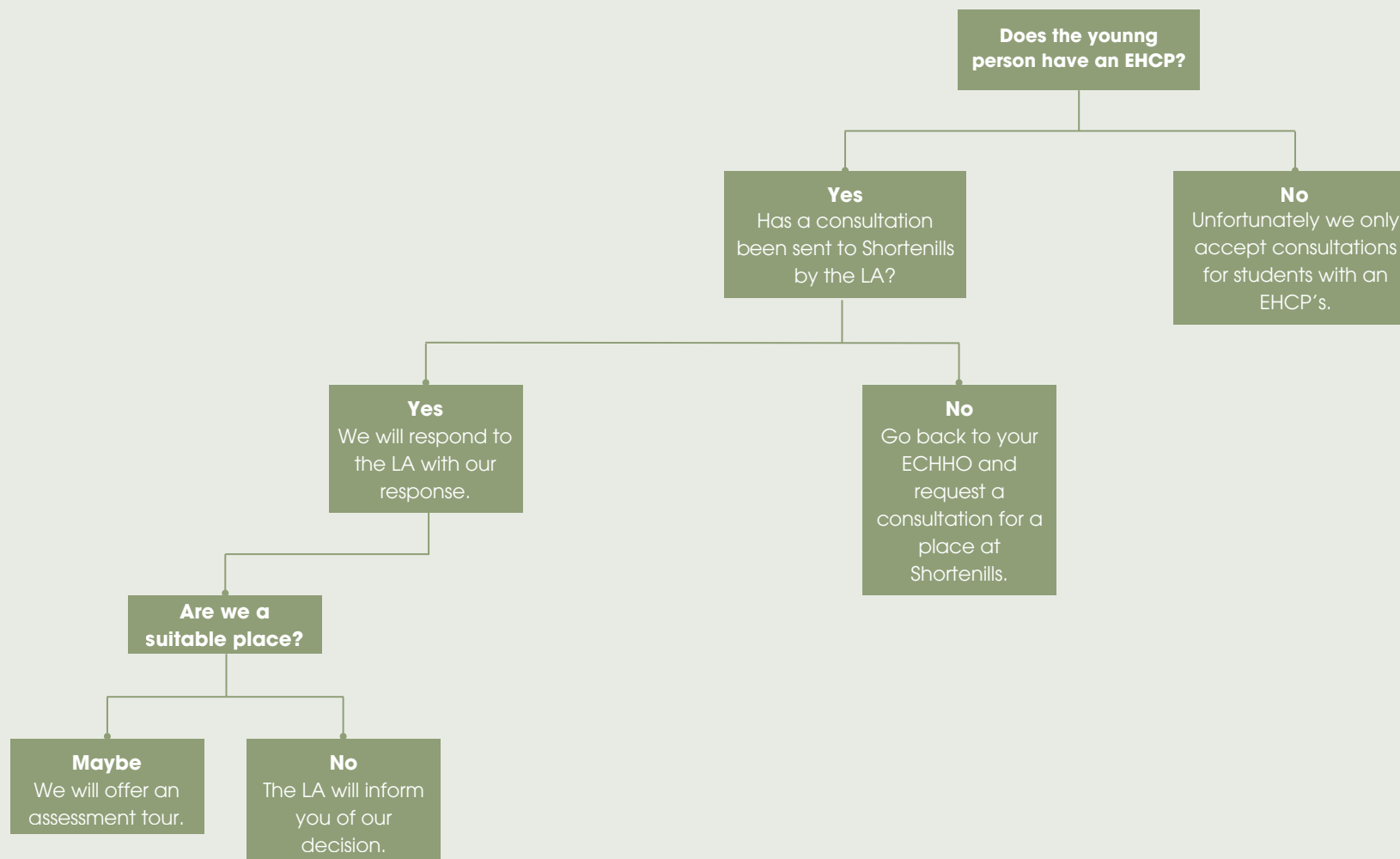
- The young person must have an EHCP identifying SEMH as the primary need
- The Local Authority must formally consult with Shortenills to confirm suitability
- The young person should demonstrate a willingness to engage with learning, support and personal development
- An interest in one of the following: Horticulture and Outdoor Learning, Childcare or Business Studies as the curriculum includes Level 2 Certificate in the Principles of Horticulture, Level 2 Certificate in Childcare or Level 2 Certificate in Business Studies.
- A willingness to work towards resitting Maths and English qualifications, either through Functional Skills or GCSE pathways, where required

Transition and Suitability

A successful placement is supported through careful transition planning. This includes a site visit, opportunities to meet staff and a personalised transition plan to ensure the environment, curriculum and support arrangements meet the individual needs of the young person. This process helps promote a positive start and supports long-term engagement and success.

Local Authority Consultation for Post-16 Placements

Before a Post-16 placement at Shortenills can be agreed, the Local Authority (LA) must formally consult with us as part of the statutory process. This involves sharing the young person's Education, Health and Care Plan (EHCP) and any relevant supporting information to ensure we can assess whether our provision meets the individual's needs. We review the documentation carefully and may request additional details or arrange a visit to discuss the young person's aspirations and support requirements. This collaborative approach ensures that placements are appropriate, sustainable, and in the best interests of the young person.



What makes Shortenills different?



Shortenills offers a carefully designed Post-16 provision where young people with SEMH needs are supported to feel safe, understood and ready to learn. As an RHS Approved Centre, we are proud to provide recognised, high-quality vocational pathways alongside our therapeutic approach.

Small group sizes and a high staff-to-learner ratio ensure each learner receives personalised support from consistent key adults who know them well. Learning is built on strong, trusting relationships, with emotional wellbeing placed at the heart of every interaction.

Alongside this, outdoor and nature-based learning opportunities are embedded into the curriculum, offering students the chance to regulate, reflect and build confidence through meaningful experiences beyond the classroom. As part of our Post-16 offer, students can choose to pursue one of the following recognised qualifications: a Level 2 Qualification in Horticulture and Outdoor Learning (delivered through our RHS Approved Centre status), a Level 2 Qualification in Childcare, or a Level 2 Qualification in Business Studies.

These pathways enable students to work towards meaningful, accredited outcomes while developing the confidence, skills and resilience needed for positive future destinations.



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A Specialist Provision



We understand that emotional wellbeing is as important as learning. Our provision is rooted in a trauma-informed, relationship-based approach, where behaviour is recognised as communication and every young person is supported with empathy, consistency and care.

Targeted interventions such as mentoring, counselling and mental health support are available where appropriate. Positive Behaviour Support Plans focus on skill-building, emotional regulation and restorative approaches, ensuring that challenges are addressed constructively and relationships are strengthened.

Our Curriculum Offer

Core Curriculum	Pathways (Young people study one option)
<u>Maths and English</u> Students work towards Functional Skills (Entry Level to Level 2) or GCSE resits, depending on their prior attainment and future goals. Teaching is personalised, confidence-building and designed to re-engage learners who may previously have struggled in these subject	
<u>Confident Adulthood</u> Our bespoke personal development programme prepares students for life beyond school. This includes: • Emotional literacy and self-regulation • Communication and social confidence • Financial awareness and budgeting • Healthy relationships and wellbeing • CV writing, interview skills and employability • Independent living and travel training (where appropriate) This curriculum is designed around our 10 characteristics that make confident adults.	Sustainable Futures Pathway - Level 2 Qualification in Horticultural Future Leaders Pathway - Level 2 Qualification in Business Studies Caring Futures Pathway - Level 2 Qualification in Childcare

At Shortenills qualifications are only part of the journey. Our ambition is to develop confident, capable and emotionally resilient young adults who are prepared for employment, further education and independent living.

English and Maths Resits



All learners follow the core curriculum in English and Maths, delivered within a supportive and nurturing environment that recognises individual strengths, barriers and starting points. Our core curriculum offers a structured one-year programme designed to help young people re-engage positively with learning, rebuild confidence and achieve nationally recognised qualifications. Young people work towards Functional Skills (Entry Level to Level 2) or GCSE resits, depending on their prior attainment, personal development needs and future aspirations.

Our English programme supports learners to rediscover their voice and develop confidence in communication. For students pursuing a GCSE resit, teaching follows the AQA GCSE English Language specification and is carefully adapted to meet individual needs. Lessons prioritise emotional safety, predictable routines and clear structure, helping them feel secure and ready to learn.

Through accessible, engaging texts and step-by-step guidance, learners strengthen their reading, writing and spoken language skills. Staff provide targeted support to improve written accuracy, build resilience when approaching exam-style questions, and develop the confidence to interpret and respond to a wide range of texts.

For learners working at an earlier stage, Functional Skills English (Entry Level, Level 1 or Level 2) provides meaningful and achievable milestones. This pathway ensures that every young person can experience success, recognise their progress and gain a qualification that reflects both their academic and personal development.

Our Maths programme is designed to rebuild foundational numeracy skills while developing a more positive and confident relationship with Maths. Many of our learners arrive with previous anxieties around the subject; teaching therefore focuses on reducing barriers, celebrating small steps of progress and creating a calm, structured learning environment. For GCSE resit students, the course follows the AQA GCSE Maths specification, with key concepts revisited through explicit instruction, visual models and practical, real-life problem-solving approaches. Learning is carefully scaffolded to strengthen understanding from the ground up, with regular formative assessment and responsive intervention to secure progress and build exam confidence.



For learners not yet ready for a GCSE pathway, Functional Skills Maths (Entry Level, Level 1 or Level 2) offers a practical and accessible route to essential qualifications. These pathways ensure every learner experiences success, develops resilience and leaves equipped with the literacy and numeracy skills needed for employment, further education and apprenticeships.

Preparing for Life Beyond School

"Building independence, resilience, and self-belief."

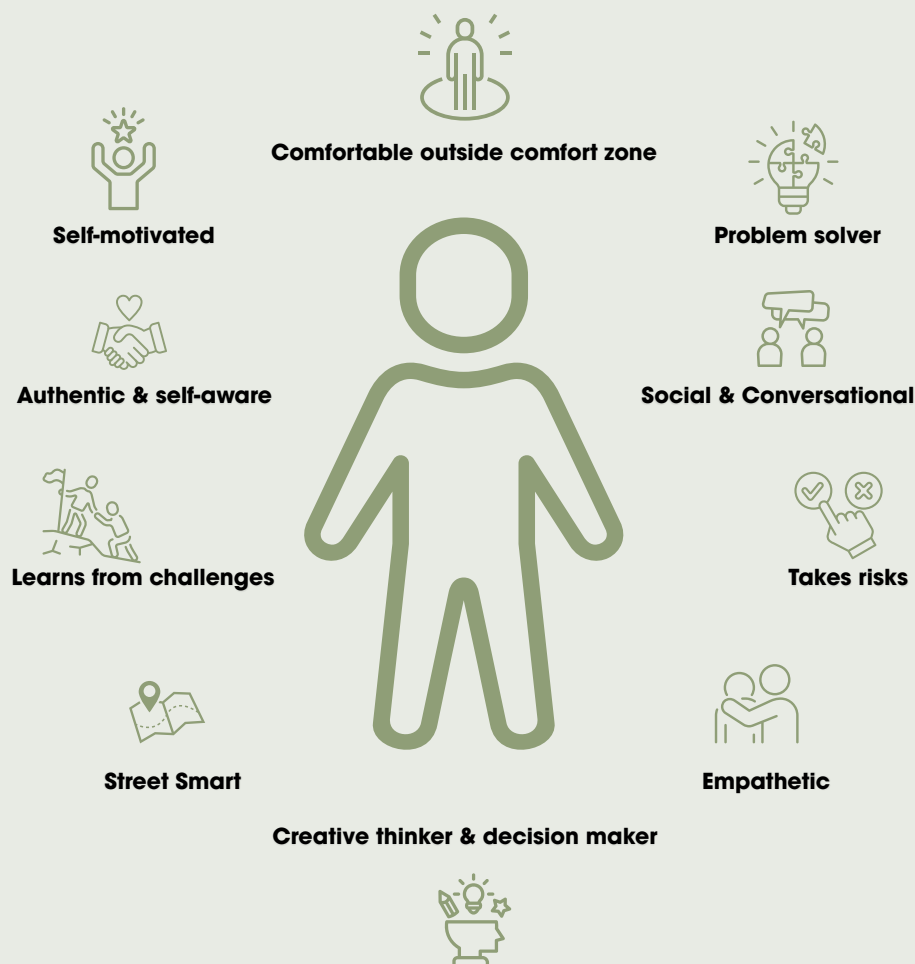
Our mission is to ensure every student leaves school ready to thrive in adulthood. For many young people, especially those with SEMH needs, the transition to independence can feel overwhelming. That's why we provide a structured, supportive programme focused on developing the skills, confidence and resilience needed for life beyond education.

Through practical learning, vocational opportunities, and personal development activities, students learn how to manage everyday challenges from budgeting and cooking to communication and decision-making. We also focus on emotional well-being, helping learners build coping strategies, self-awareness, and the ability to form healthy relationships.

Key elements of our Confident Adulthood Pathway include:

- Independent Living Skills – cooking, shopping, budgeting, and home management
- Employability Training – CV writing, interview practice, and workplace skills
- Social & Emotional Development – resilience, self-regulation, and confidence building
- Community Engagement – volunteering and real-world experiences
- Accredited Opportunities – including RHS qualifications and the Duke of Edinburgh Award

Our approach is practical, personalised, and empowering. Every success big or small helps learners believe in themselves and see that they have the ability to shape their own future.



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