



East Midlands  
SEND Training Hub

# Employment and Careers Policy

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<b>Role</b>	<b>Deputy Headteacher</b>
<b>Date issued</b>	<b>June 2022</b>
<b>Chair of Governors Signature</b>	<b>Suzanne Millership-Liddle</b>
<b>Date and Minute Number</b>	<b>18<sup>th</sup> July 2022 - 905</b>

<b>Next review date</b>	<b>Reviewed Date</b>	<b>Reviewed By</b>	<b>Changes made to the policy</b>	<b>Date and Minute number</b>	<b>Chair of Governors signature</b>
	12/02/23	SE	Provider access policy taken out and made as individual policy	27 <sup>th</sup> March 2023 minute number 945	<i>Soleman Jones</i>

## INTRODUCTION

The national average of working age people with long term support in place due to their Learning Disability, who are in any form of paid employment, has fallen from 5.9% to 5.1% in 2020/21.

Locally across D2N2 the average is 1.8%



The careers provision at Brackenfield SEND School is designed to be realistically aspirational and aims to give all young people the opportunity to develop employability skills, whether that be for hobbies, volunteering or paid employment.



### Teaching and Learning

Careers provision is integrated into the curriculum and personal development offer at Brackenfield SEND School. Our pupils have a variety of complex needs therefore the curriculum follows two approaches: informal and semi formal. Typically, in-formal learners will always require co-regulation and therefore their experience of employment learning will be a contrast to that of semi-formal learners; this is subject specific, and for some pupils may be teacher led learning. Employment is one of our 4 life skills subjects. It is assessed across all pathways for all pupils, from 3 years upwards. Typically, Employment learning is embedded in an in-formal approach and a younger semi-formal approach. Older semi-formal classrooms (from year 7 onwards) have subject specific Employment lessons as part of the life skills curriculum. The foundations of employment skills are embedded in both an informal and semi-formal approach.

Pupil will have employment personalised learning intentions where their development shows these early skills and assessment shows these pupils will be able to live semi-independently.

Informal pupils will experience employment opportunities through whole school projects, pupil voice, enrichment experiences and interests and motivators. Transition planning for this cohort will look at specialist provision where support and next steps takes into account their preferences and complexity of needs.

Pathway	Curriculum Impact	Next Stage of Provision Looks Like (Post 16)
 <p>Navigate</p>	<p>Pupils can get needs met either through simple communication or adults reading and understanding the pupil.</p>	<p>Specialist post-16 provision, with sensory input- additional services supporting and constant support (pre-entry/ entry 1 continuum)</p> <p>Social Care referrals</p>
 <p>Communicate</p>	<p>Independent navigation of familiar world.</p> <p>Ability to express needs and share wants.</p> <p>Aware of their dislikes and interests.</p> <p>Know what makes them content and be able to access this themselves.</p>	

 <p>Comprehend</p>	<p>Development of thinking and problem-solving skills</p> <p>Navigate and explore world</p> <p>Can share opinions, obtain, and give information</p>	<p>Supported internship in low/ medium-risk placements; volunteering placements or long term supported placements aimed at long term community placement/ long term volunteer</p> <p>Study programmes built around PfA outcomes</p> <p>(entry 1-2)</p> <p>Possible social care referrals</p>
 <p>Decode</p>	<p>Development of competency to independently explore the world and keep safe</p>	<p>Supported internships in in medium/ high risk placements; work experience placements across different settings to build skillset then working interview aimed at paid employment</p> <p>Study programmes built around PfA outcomes</p> <p>(entry 2-3)</p> <p>Possible social care referrals</p>

### What it looks like in Classrooms (before employment specific sessions)

In-formal careers activities	Semi-formal careers activities
<p>Learning routines</p> <p>Learning steps in simple activities</p> <p>Engagement skills</p> <p>Learning to make simple requests</p> <p>Responding to simple requests</p> <p>Recognising personal hygiene needs</p> <p>Taking part in group activities</p> <p>Shared enjoyment</p>	<p>Learning and following routines</p> <p>Playing simple games with rules</p> <p>Completing tasks</p> <p>Role play</p> <p>Teamwork and communication with peers</p> <p>Planning tasks and activities</p> <p>Communication with different people</p> <p>Finding one's skillset</p> <p>Adding value to group activities by taking part</p> <p>Recognising people in the community</p> <p>Recognising one's achievements</p> <p>Self-management of routines</p> <p>Managing changes in routines</p> <p>Peer interactions to problem solve</p> <p>Knowing skill set</p> <p>Understanding the community and roles of different people within it; i.e. shop keepers, Police, nurses, doctors, factory workers, teachers, cleaners etc.</p> <p>Practising transferrable life skills to support independence i.e. use of ICT, reading, budgeting, using money, telling the time</p> <p>Vocational profiling</p> <p>Assigned responsibilities within class groups</p> <p>Time keeping</p> <p>Development Brackenfield Characters including motivation and commitment</p> <p>Health and safety</p> <p>Online safety</p>

### What it looks like in planning and assessment

The B-Skills tracker has the skills and activities pupils need to access and be secure in to have a well-rounded understanding of careers, transitions into adulthood and the world of work. See the Teaching and Learning policy for more information on b-skills.



# Preparing for Pre-Employment

In-Formal Long Term Plan



## I will experience:

- visiting other classrooms
- Enrichment events
- Forest schools
- Immersive experiences
- Community visits
- Developing communication skills
- Tolerating being with peers

## I will continue to experience KS1 and also take part in:

- Recognising familiar people
- Communicating my needs and wants
- Developing interests and preferences



## I will continue ks1/2 experiences and learn about:

- Regulating myself
- Meeting my own needs
- Adults can help me
- How to be safe in the community, with supervision

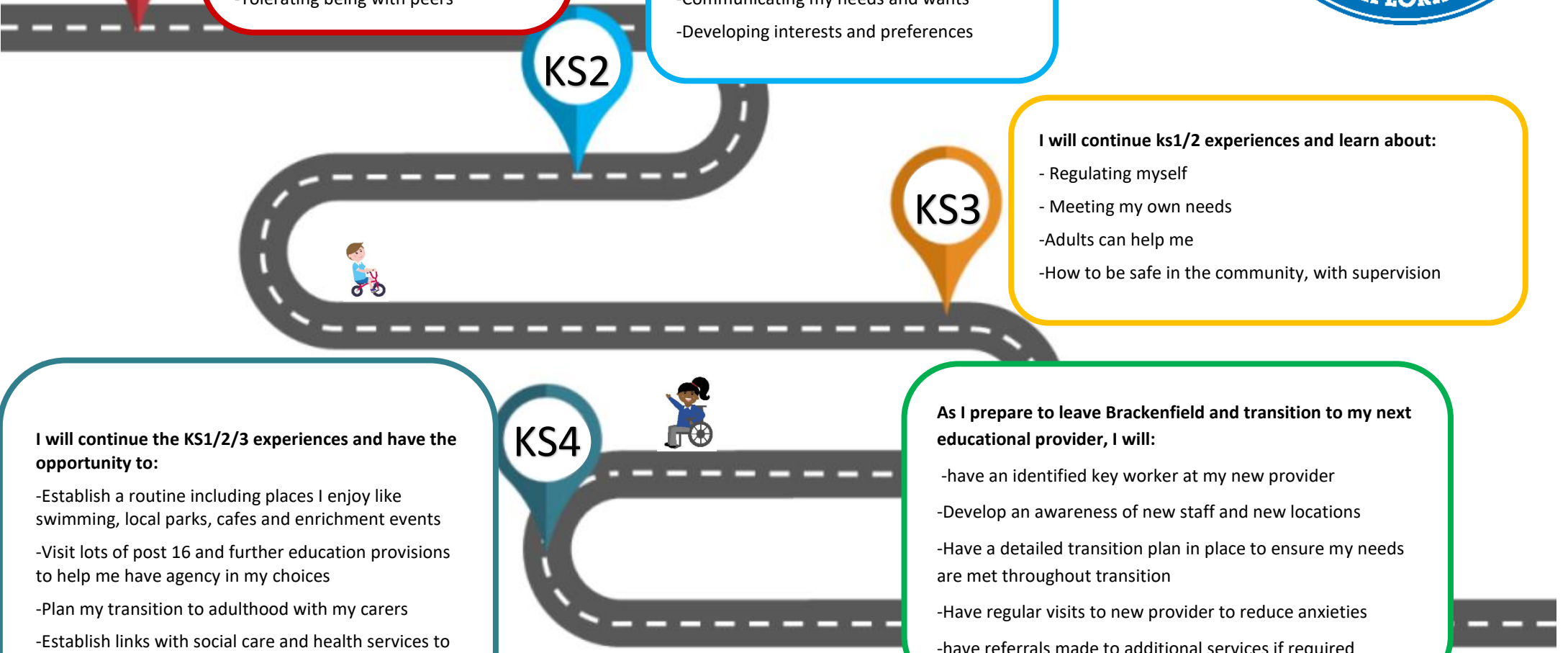


## I will continue the KS1/2/3 experiences and have the opportunity to:

- Establish a routine including places I enjoy like swimming, local parks, cafes and enrichment events
- Visit lots of post 16 and further education provisions to help me have agency in my choices
- Plan my transition to adulthood with my carers
- Establish links with social care and health services to ensure I have these services available to me as an adult

## As I prepare to leave Brackenfield and transition to my next educational provider, I will:

- have an identified key worker at my new provider
- Develop an awareness of new staff and new locations
- Have a detailed transition plan in place to ensure my needs are met throughout transition
- Have regular visits to new provider to reduce anxieties
- have referrals made to additional services if required



# Preparing for Employment

## Semi-Formal Long Term Plan



KS1

### I will experience:

- Tuck shops
- Enrichment events
- Forest schools
- School community events
- Community visits
- Developing communication skills

KS2

### I will take part in:

- Class job roles
- Recognising people in the community
- Communicating with different people
- Leading projects with peers
- Knowing what I am good at
- Developing interests and preferences

KS3

### I will learn about:

- Different types of jobs
- Different skills I need for different jobs
- What types of jobs I might like
- Where different people work
- Employers and places of work

KS4

### I will have the opportunity to:

- Meet different employers and visit workplaces
- Visit lots of post 16 and further education provisions to help me choose my favourite
- Take part in employment based college sessions
- Practice my skills in different short term work experience placements
- Learn skills I need for my preferred job type
- Take part in enterprise projects
- Complete vocational profiling to inform my CV
- Take part in mock interviews and write my CV

### Alongside the KS4 offer and I will:

- Complete weekly long term work experience placements
- Complete external working interviews
- Complete vocational learning to enhance my CV and employment opportunities
- Meet peers within employment and develop colleague relationships
- Meet DWP and visit Job Centre staff
- Manage wages/ money for myself as much as possible
- Have job interviews and prepare to have a job

KS4/5



## Employer Voice

Working with employers has lifelong impact for young people with SEN. It creates real life experiences; learning in the right context; wider relationships within the community; support networks; enriching life experiences; increased resilience; developing the voice and giving the choice.

In turn employers increase their inclusive approaches, including acceptance and tolerance culture; impact on mental health for all adults; Social Corporate Responsibility; reduced staff turnover; inclusivity and diversity; economical impact on employment statistics.

Employers tell us they want young people to be prepared for employment in the following ways.

### Qualities:

- Commitment, loyalty and reliability
- Friendly and polite
- Hard working
- Enthusiasm and passion
- Curiosity
- Creative and idea generator
- Empathy
- Honest and responsible
- Teamwork
- Problem solver
- Mindful and kind
- Respectful
- Compliant
- Organised

Alongside these qualities, employers are keen for employees to be self-advocates. Employers are keen for employees to be able to articulate what they can do, what they enjoy, when they need help and if something is wrong. This is one of the most important things for employers.

### Skills:

- Attendance and time management
- Communication; talking to people in society, approaching people to talk to them, body language, people's responses to you; asks questions
- Admin
- Using a computer and social media; taking photos, making videos, excel, word, PowerPoint
- Listening to and informing others
- Dealing with change
- Dealing with customers attention to detail
- Safety aware
- Hands on and practical skills

We work with employers to help them understand the need for inclusive practice, covering the following areas of vulnerabilities for our children and young people as they enter adulthood:

- Vulnerable to exploitation
- Adapting to change
- Managing unpredictability
- Making needs/ wants known to others
- Mental health implications of needs
- Ability self-reflect
- Literal interpretation
- Sense of shame

We offer advice and guidance covering the following areas:

- Observe and work to strengths

- Motivators and regulators; including relationships
- Processing time and time to build trust
- Recognise attention
- Be predictable, approachable and patient
- Walk through changes in routine
- Identified key worker/ mentor for regular check-ins
- Access to work funding
- Relationships: Familiar peers, Approachable, Check ins, Processes
- Routines: Clear expectations and visual reminders, Visual aids, Brain breaks, Consistency, Processing time
- Responses: Consistency and visual reminders, Empathetic, Clear functional language, Processes, Processing time

## Work Experience

Brackenfield defines work experience as:

*'Any activity which furthers knowledge, understanding, skill or experience with the purpose of leading to a life enhancing outcome, including improving the possibility and probability of working in a range of settings.'*

Talentinis 2019

Work experience opportunities are utilised to deepen employment learning. Work experience is focused on year 10 and year 11 pupils; however, work experience is also embedded into bespoke curriculum offers for pupils who take part in alternative provisions. Typically these are secondary aged pupils.

Work experience is planned on a case-by-case basis, working with pupils and their families to identify opportunities which will inspire and support future employment opportunities. Brackenfield utilising the opportunities in house to provide first-hand experiences of real-life work in key local labour market areas, this includes:

- Horticulture- garden maintenance
- Cleaning and caretaking- cleaning and maintaining good hygiene
- Catering- supporting lunchtime activities
- Business administration- answering phones, filing, sending emails, photocopying, shredding
- Hospitality- directing visitors during CPD events, making refreshments, preparing and putting equipment away after events
- IT Assistant- updating technology, resetting devices, cleaning devices, stock update, charging devices, safety checks, website updates

Brackenfield SEND School provide work experience opportunities alongside other SEN schools in the above areas at each other's sites, to provide new environments to experience real life work.

From year 9, pupils complete their work experience log (see appendix 1) and further education guidance log to record their views and preferences for post 16. Pupils review this regularly alongside their vocational profiling tool completed as part of their employment lessons.



## Health and Safety Guidance for Employers

All work experience placement will have a risk assessment completed with the Employment Coordinator. Employers are supported to host work experience by the [HSE guidance found here](#), in summary:

Under health and safety law, work experience students are your employees. You treat them no differently to other young people you employ.

If you are advised to do something that is contrary to, or goes beyond, this guidance you can question it by contacting [HSE's Myth Buster Challenge Panel](#)

Your existing employers' [liability insurance policy](#) will cover work placements provided your insurer is a member of the [Association of British Insurers](#), or [Lloyds](#), so there is no need for you to obtain any additional employer's liability insurance if you take on work experience students.

The [ABI](#) website confirms this.

### What you need to do:

- Simply use your existing arrangements for assessments and management of risks to young people
- if you have fewer than five employees you are not required to have a written risk assessment
- Avoid repeating your assessment of the risks if a new student is of a broadly similar level of [maturity and understanding](#), and has no particular or additional needs (the organiser or parent should tell you if they have)
- if you do not currently employ a young person, have not done so in the last few years or are taking on a work experience student for the first time, or one with particular needs, review your risk assessment before they start
- discuss the placement in advance with organisers and take account of what they and the parents or carers tell you of [the student's physical and psychological capacity](#) and of any particular needs, for example due to any health conditions or learning difficulties
- keep any additional work in proportion to the environment:
  - for placements in **low-risk environments**, such as offices or shops, **with everyday risks** that will mostly be familiar to the student, your existing arrangements for other employees should suffice
  - for **environments with risks less familiar** to the student (eg in light assembly or packing facilities), you will need to make arrangements to manage the risks. This will need to include induction, supervision, site familiarisation, and any protective equipment needed
  - for a placement in a **higher-risk environment** such as construction, agriculture and manufacturing you will need to:
    - consider what work the student will be doing or observing, the risks involved and how these are managed
    - satisfy yourself that the instruction, training and supervisory arrangements have been properly thought through and that they work in practice
- you may, in particular for **higher-risk environments**, need to consider [specific factors](#) that must be managed for young people, including exposure to radiation, noise and vibration, toxic substances, or extreme temperatures. Where these specific factors exist in your workplace, you should already have control measures in place. This will also apply to [legally required age limits on the use of some equipment and machinery](#) (eg forklift trucks and some woodworking machinery). Consider whether you need to do anything further to control the risks to young people

- explain to parents/carers of [children](#) what the significant risks are and what has been done to control them. This can be done in whatever way is simplest and suitable, including verbally, and is very often done via the school or college
- when you induct students, explain the risks and how they are controlled, checking that they understand what they have been told
- check that students know how to raise health and safety concerns

### College Provision

In preparation for transition to post 16, KS4 pupils access different college experiences; vocational experience or Lifelong Learning experience.

Pupils are grouped based on cognitive ability, anxiety levels, communication skills and their preferences for post 16. The vocational experience is chosen each year through pupil voice and the available options. Vocational options include: animal care, construction, plastering, brickwork, woodwork, motor mechanics, hair and beauty. Pupils complete vocational qualifications at entry level or level 1.

### Employment Event Opportunities

Employment Events are held regularly to expose pupils to awe and wonder of careers and give pupils work experience opportunities internally. Not only do these experiences support employment opportunities, but also expose pupils to social events they may experience as adults, developing essential lifelong skills. Classes are invited to lead careers activities as teams, depending on cohort and appropriateness.

The purpose of the following activities is to expose pupils to the following concepts:

- Utilising strengths in a group and working together
- Organising and leading events/ projects with a clear purpose
- Building a simple business plan, with a clear goal and steps to the goal
- Enriching activities to explore interests and preferences
- Making choices and communicating with different people

Simple fundraising: (LMI reference)	Online Enterprise ideas: (led by KS4/ 5) (LMI reference)
Talent shows ( <b>hospitality</b> ) Cinema nights with parents ( <b>hospitality</b> ) Art gallery ( <b>hospitality</b> ) Charity shoe boxes ( <b>charity work</b> ) Car boot sales ( <b>hospitality</b> ) Winter fair/ Summer BBQ ( <b>hospitality</b> ) Food bank ( <b>charity work</b> ) Games nights ( <b>hospitality</b> ) Family picnic ( <b>catering</b> )	Calendars and cards ( <b>manufacturing/ retail</b> ) Seedling sets and potted plants ( <b>horticulture</b> ) Recipe sets / cookie baking sets ( <b>catering</b> ) Candles ( <b>manufacturing/ retail</b> ) Tote bag and t-shirt printing (themes, personalise, animal print) ( <b>manufacturing</b> ) Party sets (party bags, invites) ( <b>retail</b> ) Pamper sets ( <b>retail</b> ) Hampers ( <b>retail</b> ) Sewing sets ( <b>retail</b> ) Puberty sets ( <b>retail</b> )
<b>School exposure: (led by KS4/ 5) (LMI reference)</b>	<b>Services for sale: (KS4/ 5) (LMI reference)</b>

Tuck shop ( <b>catering/ retail</b> )	Cleaning ( <b>cleaning/ hospitality</b> )
Ice cream sale ( <b>catering/ retail</b> )	Rubbish removal ( <b>cleaning/ hospitality</b> )
Staff breakfast sale ( <b>catering/ retail</b> )	Litter picking ( <b>cleaning/ hospitality</b> )
Popcorn and shakes for cinemas/ theatre productions	Parent/ toddler session hosting ( <b>care</b> )
Gaming tournaments ( <b>hospitality</b> )	Dog walking ( <b>animal care</b> )
Disco ( <b>hospitality</b> )	Travelling cob van ( <b>catering/ hospitality</b> )
Woodturning craft ( <b>manufacturing</b> )	Gardening ( <b>cleaning/ hospitality</b> )
Horticulture sessions ( <b>horticulture</b> )	Car wash ( <b>cleaning</b> )
	Games in care homes (OAP links) ( <b>care</b> )

### Qualification Offer

Within the key stage 4 curriculum, pupils work towards a variety of qualifications aimed to prepare young people for adult life and the world of work. Accredited outcomes are decided on a case by case basis, as the focus of qualifications and accredited learning is to prepare for employment, therefore qualifications are focused on employment related skills and learning.

Qualifications include:

- Functional skills in English
- Functional skills in maths
- Functional skills in ICT
- Science
- Specific employability/ vocation specific units within Skills for Further Learning and Employment, Travel Training, Independent Living in the Community

### Employment Carousel

A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers.

During parents evenings, we host a post-16 options presentation, inviting providers to speak to pupils and their families.

Employer encounters happen regularly within KS4/ KS5 cohort, where appropriate year 8 and 9 pupils are also invited.

Employers are invited to present to pupils on the real-life world of work. These sessions aim to:

- Reduce stigma attached to low skilled jobs
- Expose pupils to a wide variety of jobs and different people from the community
- Offer visits to real life employers to experience life away from school
- Provide opportunities for young people to ask questions about work and different jobs
- Provide young people with an informed offer of realistic employment opportunities and how to get there

The employment carousel currently runs on a 2 year rolling programme. This is influenced by local labour market information, pupil interests and aspirations and local job opportunities.

### Transitions into Post-16 and beyond

At Brackenfield SEND School, we have established a network of local providers who offer a variety of opportunities for young people within our cohort. Providers include:

- Ilkeston Campus, Derby College
- Broomfield Campus, Derby College
- Roundhouse Campus, Derby College
- Portland College
- Nottingham College
- Stanton Vale Sixth Form
- Chesterfield College
- Freemans College
- YMCA
- Fountains Sixth Form
- Burton College
- Kirk Hallam School

From year 9, pupils complete their work experience log and further education guidance log to record their views and preferences for post 16. Pupils review this regularly alongside their vocational profiling tool completed as part of their employment lessons.

### **Partnership Working**

Brackenfield SEND School actively approach employers to engage in our personal development offer and employment curriculum. This is through networking with stakeholders and external mass mails.

The Local Enterprise Coordinator supports establishing relationships with employers and also providing advice and guidance for literature to engage with employers effectively.

Brackenfield SEND School provide SEND advice and guidance to employers to raise the profile of inclusion and also demystify employment of people with SEND.

Brackenfield SEND School are outward facing and share their careers experience as an alumnus of Nottingham Trent University. This has led to partnership working on a national level. Brackenfield recognises the importance of reflection and evaluation of the curriculum offer; through networking, we ensure we are up to date with latest changes in legislation and opportunities for young people in preparation for adulthood.

### **Monitoring arrangements**

The School improvement plan has a dedicated objective for personal development, including making progress towards the Gatsby Benchmarks. The Gatsby benchmarks are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education

## 8. Personal guidance

The School improvement plan is in the Headteacher's report to Governors. Progress can be found in the Headteacher's Report produced each MER window.

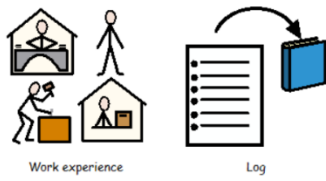


The Local Enterprise Coordinator and Local Enterprise Advisor support the school through quality assuring progress towards the Gatsby Benchmarks. This includes Deep Dives into each benchmark, providing a critical eye for detail, professional challenge and strategic ideas to move provision forward.

Labour Market Information is reviewed annually and shared with pupils, parents and staff to ensure employment opportunities are focused on aspirational, realistic and achievable employment opportunities for the young people.

The school's arrangements for managing the access of education and training providers to students are monitored by Sophie Evitts- Deputy Headteacher. This policy will be reviewed by the Deputy Headteacher and Careers Governor annually alongside the development of the Personal Development action plan. At every review, the policy will be approved by the governing board.

### Appendix 1

An example of the pupil work experience log:





					
 Name:		Date (from-to)	Job role location	Skills I used:	Staff feedback:
Academic year:		Job:		<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	
Age:		Location:			
Class:					



Further Education



Guidance

Date: 	Today we visited: 	Courses on offer: 	Courses I'm interested in: 

# SUPPORTED EMPLOYMENT

## KEY STAGE 5 STUDY PROGRAMMES

We aim to provide:

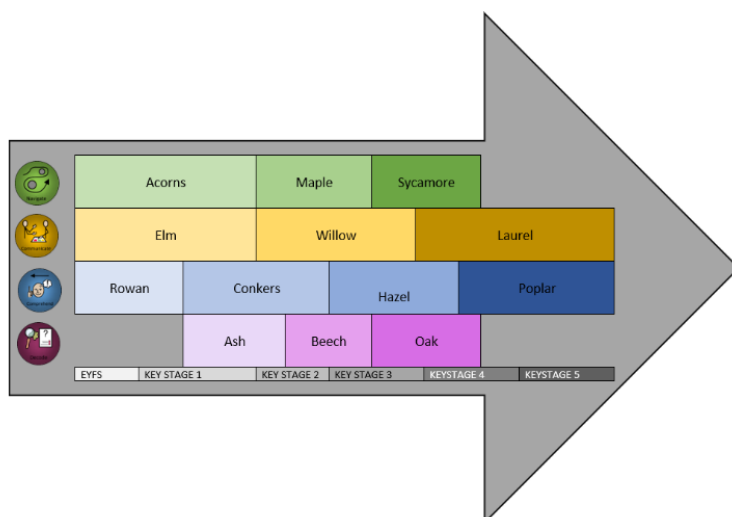
- A post-16 for our learners preparing them for adulthood
- Specialist provision which focuses on preparing young people with SEND for employment
- Partnership working with other post 16 and post 19 providers to ensure there is a county wide offer of employment focused provision for young people with SEND
- Work alongside local authority services for independent living, health and other community projects to ensure young people have a secure holistic provision as they enter adulthood

Brackenfield SEND School fully supports a model of inclusion; however, it is recognised that there is a cohort of children whose needs are great and would be better supported in specialist provision up to 18 years. This is particularly apparent when these children have associated medical needs which require specialist training; something that Brackenfield already has expertise in. It is also evident in groups of learners who can display challenging behaviours; this is another area of expertise for Brackenfield. As young people enter adulthood it is imperative the support structures are in place to support regulation; whether this be self-regulation or co-regulation. Co-regulation techniques are a vital part of the programme of study for each young person, including detailed transition plans.

The provision for key stage 4 and 5 is streamlined and focused on preparation for employment. Learners have the option of transitioning into employment, an employment-based programme rather than into another education provider. All learners in KS5 have an EHC Plan.

## Curriculum Structure

The school operates a 4 pathway model.



Learners in the initial pathway (Navigate) typically function around 30-40 months and would not access a supported internship and would transition into specialised PMLD post 16 provision.

The final (Decode) pathway typically achieve entry 3 and level 1 outcomes and therefore would be supported into other post 16 options to ensure they achieved their potential into adulthood.

The middle two pathways (Communicate and Comprehend)

typically achieve between entry 1 and entry 2 within key stage 4 and would be the cohorts we would expect to access Brackenfield's post 16 supported internships provision.

Learners on post 16 study programmes learners will be placed within a ks4/ ks5 class. In future years the ks4/ ks5 population will be streamlined to create 14-18 provision. This will support a 4 year study programme working towards employment. In the following academic year, we would aim to have a minimum of 5 post 16 pupils.

## Partnership Working with Employers

Working with employers and charities we intend to offer three tiered levels of internship catering to the ability and career interests of our students. Internships enable young people with an EHCP to achieve sustainable paid employment by equipping them with real life skills to enter the workplace. All students will be fully supported by a member of our staff while on placement.



Working with local employers we provide opportunities to support young people to:

- Understand what it means to have a job
- Recognise their strengths in a workplace and team
- Develop transferable skills which will help in future employment
- Interact in a work environment

These work experience opportunities would be supported by a Job Coach, who would work with employers to ensure the placement was meeting their business needs as well as providing a meaningful experience. In addition to this, the Job coach would work with the employers to complete a workplace audit of positions which could be secured for young people with SEND.

### Placement offer

Through extensive labour market research, placement opportunities are meaningful and have longevity for lifelong fulfilment. Currently, labour market research suggests the following industries are key employment markets:

Trade	% of jobs in this area	This includes:
Manufacturing	17%	Forklift Truck Driver, Production Operative, Technicians , Factory Floor Worker
Construction	5.4%	Builder, Labourer, Plasterer, Electrician, Plumber
Wholesale retail and trade	16%	Store Assistant, Warehouse operative , Forklift Truck Driver, Customer Service Assistant
Accommodation and food	8.2%	Waiter, Chef, Receptionist, Cleaner, Kitchen Staff
Education	9.5%	Cleaner, Caretaker, Patrol Crossing, Midday Supervisor, Teaching Assistant, Learning Mentor , Youth Project Worker , Support Worker
<b>Other key information to consider:</b>		
<ul style="list-style-type: none"> <li>• There are less jobs than people living in Derbyshire</li> </ul>		



- Number of people: 487700
- Number of jobs: 352000
- Average hourly earning is £2 less than the national average at £12.02
- 78% of Derbyshire adults are employed
- 13.8% of households claim benefits
- 15% of households do not have a working adult
- 97100 children live in workless households

### Short term placements

Short term placements would be block placements throughout the school year for different students. It might be a full week or 2 weeks, however it might not be a full week at a time- for example, it may be 3 afternoons a week for 3 weeks. The purpose is to expose our young people to real life work as much as possible.

### Long term placements and working interviews

Long term placements would be over a longer period and may be once or twice a week for at least a 3-month period. We intend to run these placements for 12 months, to show considerable progress in the young person's ability to interact and show impact in the workplace.

## Subject Coverage for Preparation for Adulthood

The focus of the study programme is preparation for adulthood. Learners develop the foundations of being an adult. Staff facilitate learning opportunities to reduce the unpredictability of adulthood reducing anxieties and vulnerability. Pupils problem solving regularly, executing their right to consent and make informed choices.

- **Good health**

Learners access the gym with friends developing self-care techniques, including personal care, and promoting physical exercise.

Cooking lessons are modelled on healthy choices, promoting pupil voice and problem-solving skills as well as developing independence in the kitchen and home.

Health and wellbeing lessons are focused on self and co regulation, looking after your mental and physical health and making choices about how to do this. This includes enrichment aspects like art, music and online activities to support learners having a bank of techniques to look after themselves.

Learners meet and explore the health services available to them, accessing 'in the moment' support for their health needs, including supported appointments registering for services and access to social care.

- **Friends, relationships and community**

KS4 and KS5 learners mix for 50% of their timetable. This is an opportunity to develop friendships with peers in learning and social activities.

Learners go to the gym with peers, this is pupil led, only facilitated by staff to give experience of accessing the local community and developing transferable skills with familiar and unfamiliar people.

Learners take part in community projects, exploring their interests and experiencing 'being part' of something. This supports identifying their skills and interests, enriching their life into adulthood.

Let's stay safe lessons provide learners with learning opportunities related to their personal safety in the real and online world. Learners explore relationships dynamics, conflicts and managing relationships- as well as sex education, focusing on consent and positive sexual attitude and self-image.

Health and wellbeing lessons are practical lessons focused on lifelong self and co-regulation techniques. Learners take part in discipline coaching to prepare for employment and possible life conflicts.

- **Independent living including travel training**

Learners take part in cooking lessons at a level which supports their independence and focuses on problem solving and self-care. Pupils discuss healthy choices and have opportunities to make these independently off-site in different food venues over lunchtime periods.

Learners practise functional English, maths and ICT skills which are transferrable and life skill based. These skills focus on accessing the world around them, including the basic skills needed to access employment.

Learners regularly take part in travel training opportunities, utilising public transport from different starting points and problem solving when real life problems occur. Learners access cycling, walking, trains, trams, buses and taxis. Learners choose destinations and plan their routes, recognising the need to visit different places for different reasons- including because we WANT to go somewhere.

- **Employment**

Learners earn money during their work experience to then spend on personal care products during travel training sessions.

Learners take part in work employment lessons, focusing on their strengths and where they fit in within the world of work. Learners follow a code of conduct, reflecting workplace expectations about discipline of social media, time keeping, sickness, safety and attitudes. Learners complete vocational profiling against their skills and preferences, developing informed careers decisions and planning.

Learners take part in employer talks and visits to different workplaces to develop preferences for future employment and develop an understanding of different careers, expressing interests and developing key life skills.

## Bredth of Study Programme Curriculum

Good health	Friends relationships and community	Independent living	Employment
Gym	College experience	Cooking lessons	Employer visits
Cooking lessons	Gym	Travel training	Employer talks
Health & Wellbeing lessons	KS4/ KS5 lessons	Core subjects and online safety	Work experience
	Community projects	Offsite lunch	Vocational profiling
	Lets stay safe lessons		Careers advice
	Health & Wellbeing lessons		Employability lessons
			Enterprise projects