



INCORPORATING



CAREERS PROGRAMME INFORMATION

Everyone will be the best that they can be
Everyone has a voice
No-one is excluded

The aims of careers provision are the same for all young people: independent living and working, choice, hope and optimism, adaptability and resilience, access to and engagement in decent work in all its forms (personal, gift and paid work), opportunities to learn and make progress, and the pursuit of wellbeing and happiness.

AIM

Across the Learn to Live Federation and throughout Early Years classes to Post 16, our pupils are encouraged and supported to become independent learners. Our aim is to educate, challenge and nurture young people to be able to leave education to take a meaningful role in their local community and a place in society. We do this by fulfilling the SEND Gatsby benchmarks to secure positive, future outcomes for our students. We deliver a careers programme that is personalised to the individual needs of our young people.

We endeavour to provide a wide experience of the world of work with the ultimate aspiration for students to obtain paid employment.

OBJECTIVES

Through our broad curriculum including teaching of life skills, we support all our learners to "be the best that they can be". By recognising and using their own skills and knowledge, students are supported to be able to make good choices which inspire and influence future outcomes.

During Key Stages 4 and 5, our expectation is that students and their families gain a good knowledge, understanding and experience of available future opportunities, not only in terms of their next 'step' but with longer term aims and outcomes in mind. These opportunities may include further education and training, employment, accessing adult social care or health care packages – whatever is the right option for the individual student.

From Year 8

Opportunities to experience specific work-related learning begins. Selected students, if able, are expected to participate in meaningful tasks both on and off site. Most students have access to work-related opportunities within their education environment, where they are encouraged and supported in developing life skills that can be transferred to the work place as they progress through the school.

Within each student's annual Person Centred Review (PCR) the voices of the pupil, the family, school and professionals are listened to and captured, and alongside their Education Health & Care Plans (EHCPs), targets are set which influence the learner's journey over the next year. The annual PCR puts the pupil and the family right at the centre of the discussion and includes sections such as learner likes and dislikes, what's working well and "even better if ...".

At the end of Key Stage 3 (the end of Year 8), using their known likes and dislikes, students, their families and teaching staff focus on choosing 'Options'. By the time the student reaches the start of Key Stage 4 (the beginning of Year 9), teaching staff are aware of each student's interests and can start to link these to possible learning and careers opportunities eg BTEC courses in construction or catering.

Teaching continues to link with the curriculum including a focus on functional skills of English and Maths to help our young people with development of vital and transferable life skills that could be instrumental in securing future careers and employment. For example reading worksheets and bus timetables, calculating fares and checking coins after a purchase.

During Years 9-11

From Year 9, students begin to follow the Preparing for Adulthood curriculum and PCR's begin to reflect this change.

During the PCR's, projected outcomes for the young person, including the future careers and employment aspirations, are explored and considered by the students themselves, their families and other professionals. Examples could be the student remaining in full time education either within the Learn to Live Federation or at an alternative provision; accessing work experience placements or apprenticeship training or emphasis being put on a student's longer term complex health needs.

In Year 9 students, begin to experience the world of work via work-related learning in paired or small groups in and outside of school.

From Year 10 onwards, learners have the opportunity to access experiential work placements depending on the needs of the individual student.

"Work experience is an important part of any young person's journey towards employment.

Evidence shows that young people who have four or more quality work experience-type activities, while still in education, are five times more likely to enter into the labour market."

(PFA Work Experience that works).

It is our aspiration for Year 10 and 11 students to experience six different work experience placements within the two years.

With information gained about the students' interests and from conversations recorded at the PCR, students are supported to consider and choose work placements they would like to experience. They are encouraged to be involved in all aspects of planning and preparing for a work place including formulating travel plans; reading about work attire; clarifying expectations within the role and setting targets to be achieved from the experience.

Students are expected to keep a detailed diary which is completed and evaluated after each work experience session. Teaching staff ensure that students have access to a breadth of work experience placements, to give them an opportunity to develop their own opinions and preferences on future life choices they and their families will eventually make.

From Year 10 onwards, Careers South West and, if opted in by parents, Preparing for Adulthood Workers attend annual PCR's with the agenda to provide guidance and support with the student's needs and future outcomes through to Post 16.

Post 16

In the FE Department (Years 11-14), all students follow a Preparing for Adulthood curriculum. Each student has a personalised learning programme within this, which is informed by the PCR, EHCP and Individual Transition planning. The length of time which students access the FE provision will depend upon their Transition Plan. The provision in the FE department is personalised to future outcomes and the aspirations of each young person, and this is underpinned by increased liaison and collaboration between the students, families, college and external professionals eg Careers South West advisors, the Adult Care Preparing for Adulthood team, Health Services and any other relevant agencies. The school's Transition Lead oversees and co-ordinates each young person's transition planning and facilitates individual transition meetings for each student and their families. Developing these partnerships with outside agencies ensures the best support and advice available, personalised to their specific needs and aspirations. As part of this transition planning, students are supported to explore all potential options which are linked to their long term aims and aspirations. This will include exploring Further Education and Employment options, or Health and Social Care outcomes, where appropriate. A Transition Learning Budget is available to support robust transition and careers planning and to ensure positive and informed decision-making for all students. Student voice is central to all planning and Mental Capacity assessments are carried out as part of this process.

There is a strong aspiration for students to achieve paid employment as a future outcome and in the FE Department, the emphasis on Work Experience progresses from experiential opportunities to a Vocational model. Within this, students' specific work aspirations form the basis of their personal planning and links are made with businesses in their local communities to develop vocational work placements, linked to their specific career choices and which could then potentially lead into future paid employment as an outcome for when they transition from school.

In order to facilitate this, student’s personalised learning programmes will have a strong emphasis on developing the skills and knowledge required to engage successfully in their chosen careers and personal guidance. The Careers Programme within the FE Department links both to Preparing for Adulthood outcomes as well as to the SEND Gatsby Benchmarks.

MEASURE OF IMPACT

The impact of the Careers Programme can be measured:

- from information gathered at the PCR’s;
- by following positive transition outcomes of our school leavers;
- by an increase in schools leavers who access work.

CAREERS LEADER INFORMATION

<p>Bidwell Brook School Shinner’s Bridge Dartington Devon TQ9 6JU</p>	<p>Ellen Tinkham College Wayside Crescent Exeter EX1 3LF</p>
<p>Tel: 01803 864120</p>	<p>Tel: 01392 482533</p>
<p>FE Lead and Transition Lead Nat Lowson</p>	<p>FE Lead and Transition Lead Emma Kenshole</p>
<p>Supporting Careers Lead Helen Boon</p>	<p>Supporting Careers Lead Pam Long</p>
<p>Senior Leader Stella Taylor, Deputy Head</p>	<p>Senior Leader Monika Davis, Deputy Head</p>

PREPARING FOR ADULTHOOD – CAREERS PLANNER

The Learn to Live Federation’s careers programme is built in to everything we do, starting with our Early Years students to encourage independent living skills right through to our FE students having the best possible careers and independent living outcomes. By listening and responding to comments, preferences and targets from each annual person centred review, and in conjunction with the Preparing for Adulthood curriculum, we have designed a robust careers programme in line with the SEND Gatsby benchmarks.

	<i>Employment and Education</i>	<i>Independent Living Skills</i>	<i>Community Inclusion</i>	<i>Health</i>
<i>EY/KS1</i>	<ul style="list-style-type: none"> • Adapting to new environments • Playing with other children • Real world play (builder/nurse/doctor) through continuous provision • Following instructions • Numeracy • Real world visits (fire stations, farms) • “What do you want to be when you grow up?” • Meeting role models 	<ul style="list-style-type: none"> • Feeding and drinking • Toileting • Real world play (kitchens/DIY/cleaning) • Getting dressed • Making choices • Washing/brushing teeth • Paying in shops 	<ul style="list-style-type: none"> • Making friends • Social interaction • Visits/day trips • Team playing • After school clubs • Weekend activities • Developing friendships/friendship groups 	<ul style="list-style-type: none"> • Diet – making choices • Physical exercise • Articulating pain/health problems • PSHE
<i>KS2</i>	<ul style="list-style-type: none"> • Talk about different careers and education options • Access to career related role models • Start to build a personal profile of interests and ambitions • School sessions from visitors on their careers • Identifying people who help us and their jobs • Real world visits (fire stations, farms) 	<ul style="list-style-type: none"> • Feeding and drinking • Toileting • Getting dressed • Making choices • Sleep-overs and residential trips • Cooking at home and school • Understanding money • Shopping • Moving around the school independently • Transport and road signs 	<ul style="list-style-type: none"> • After school clubs • Learning to be safe on and offline • Knowing the local area • Walking short distances • Friendships • Understanding bullying • Managing change 	<ul style="list-style-type: none"> • PSHE • Managing minor health needs • Starting puberty immunisation • Health checks • Articulating pain/health problems • Starting puberty • Physical exercise
<i>KS3</i>	<ul style="list-style-type: none"> • End of Year 8, focus on subject option choices – recognising likes/dislikes 	<ul style="list-style-type: none"> • Residential trips • Making own food • Making decisions about what to spend money on 	<ul style="list-style-type: none"> • Managing social media and other technology • Online gaming and staying safe • Belonging to different groups • Friendships and relationships 	<ul style="list-style-type: none"> • PSHE incl sex education • Immunisation • Managing minor health needs • Mental health and wellbeing • Drug and alcohol education

	<ul style="list-style-type: none"> • Beginning to explore available options with input from Careers South West • Learning opportunities outside the classroom to build self-confidence; social skills; risk awareness; understanding of the world 		<ul style="list-style-type: none"> • Understanding the bigger picture and building up resilience 	<ul style="list-style-type: none"> • Appropriate “screen time” and knowing when to switch off
KS4	<ul style="list-style-type: none"> • Planning for work related employment and undertaking, where appropriate • Reviewing level of skills needed for future goals • Vocational options / BTEC • If possible, following up any after school or Saturday jobs • Continuing to explore available options with input from Careers South West • Continuing learning opportunities outside the classroom to build self-confidence; social skills; risk awareness; understanding of the world 	<ul style="list-style-type: none"> • Travel training • Making own food • Independent living skills ie work around the home, money, budgeting • Making decisions about what to spend money on • Residential trips 	<ul style="list-style-type: none"> • Managing social media and other technology • Online gaming and staying safe • Belonging to different groups • Friendships and relationships • Raising money for local charities • Understanding the bigger picture and building up resilience • Social skills in the workplace 	<ul style="list-style-type: none"> • PSHE incl sex education • Immunisation • Managing minor health needs • Mental health and wellbeing • Drug and alcohol education • Appropriate “screen time” and knowing when to switch off
KS5/Post 16	<ul style="list-style-type: none"> • Working within the Preparing for Adulthood curriculum to secure the best outcomes • Support from teachers, families, Careers South West and if requested, Preparing for Adulthood Worker to work towards the “right” option when leaving education • Continually reviewing options with a future goal in mind as well as the “next step” 	<ul style="list-style-type: none"> • Travel training • Continuing to work on skills to look after a home • Decisions about money • Managing own time • Personal safety • Transition skills for adult care, if appropriate • Residential trips • Setting up a bank account/using a bank card, if appropriate 	<ul style="list-style-type: none"> • Staying safe online • Managing social time • Developing new friends and relationships from other settings • Social skills in the workplace • Understanding implications for actions ie criminal justice system • Accessing local events • Raising money for local charities 	<ul style="list-style-type: none"> • PSHE • Understanding friendships • Using local gyms/exercise classes/swimming pool • Understanding consent

	<ul style="list-style-type: none"> • Undertaking work-related learning and work opportunities with employers, if possible • Transition visits to other settings incl local colleges, health care, community living environments • Producing a Personalised Transition Plan to ensure “everyone will be the best that they can be” • Skills to apply for jobs • Job coaching • Part time work outside of school, if possible 		<ul style="list-style-type: none"> • Working within the local community 	
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