

PATHWAY	
1	Preparation for Life and Work- Foundation Level

The Preparation for Life and Work-Foundation Level curriculum is composed of personal and social development, skills for independence, math, English, and an introduction to the concept of employment. The pathway will stretch and challenge students to develop knowledge, skills and behaviours and make informed choices and decisions that will support the transition to their planned destination, for the next year, and ultimately, to adulthood. On completion of a successful Preparation for Life and Work programme, students will make a transition towards their chosen destination including progression to one of the more employability focused pathways, supported or independent living, or another further educational provision.

Students will be taught independent living skills, enabling them to make sensible and informed decisions on where and how they want to live in the future. They will learn how to keep themselves safe in their homes and will develop practical skills and knowledge to be able to maintain a high level of independence. Additionally, they will develop their understanding of how to manage correspondence, bills and their income, whilst developing their skills in preparing basic meals, managing cleanliness and personal hygiene, time management remaining safe in their homes, understanding the different types of living arrangements, whilst planning for future living arrangements, including accessing positive and realistic living arrangements.

Work related learning activities are embedded throughout the Preparation for Life and Work Programme. Students will participate in regular CIAG activities to develop knowledge and skills whilst preparing them to transition to wider employment opportunities. Students will participate in enterprise activities and visits from external guest speakers and undertake internal job roles to help develop their understanding of employability, and their transition into independent living and adulthood. Furthermore, students will be informed of what support is available from the Local Authority and how to access this.

Students will develop skills and knowledge of general day to day health management by working with staff and specialist partners, participating in practical and theory-based sessions and community activities covering topics such as: managing own health, identifying ways to keep active and healthy, managing health appointments, understanding healthy relationships, understanding safe sexual relationships, and recognising when to access a GP or other specialists.

To support independence and safety in the community, students will be taught a range of topics focused on accessing and enjoying their community, whilst demonstrating safe and appropriate behaviours. Topics include: effective use of personal budgets, street safety, alcohol and drugs awareness, volunteering opportunities, appreciation of the criminal justice system, understanding how to access the emergency services, accessing adult social care and maintaining healthy relationships outside the college setting.

Learning styles, approaches, and context within this pathway include:

- Multi-sensory and contingent environments
- Intensive interaction and sensory integration
- Visual strategies to support understanding
- Group and peer work
- Assistive Technology and alternative communication methods
- Experiencing different venues within the community
- Collaborative approach to support
- Real and relevant situations
- Practical, task-based learning

- Establishing sequences and routines
- Embedded Functional Skills

Tasks and topics within this pathway include:

- Health and Fitness
- Mindfulness and positive mental health
- Personal Growth and Wellbeing
- Independent Living
- Internal job roles

Pathway Aim	Students to develop skills and confidence to become increasingly independent, access their community and those within, in a safe and enjoyable way, with focus on preparing for adulthood by focusing on: Independent Living Skills, Community Inclusion, Health and Wellbeing, Healthy Relationships (including SRE), Employability and Functional Skills.
Pathway Key Objectives	Students will: <ul style="list-style-type: none"> • Develop skills and understanding of all areas of Preparation for Life and Work • Engage in opportunities to develop employability skills • Identify how to maintain a healthy lifestyle applying this knowledge to their daily lives • Identify and maintain healthy relationships • Access the local community and feel safe and confident doing so
Key FS Delivery Method	<ul style="list-style-type: none"> • Students to attend dedicated sessions with specialist Functional Skills tutors • Students to receive individual work to meet their learning needs and preferences • Target intervention for students consisting of 1-1 sessions with Functional Skills tutors
Pathway Transition Routes	Transition pathways for each student will be determined individually, via Annual Review, reflecting their levels of progress and learning. These could include: further education, continuing foundation preparation for life and work, or progression into Work Skills, Work Placement, Creative Industry Production, a Supported Internship or transition to a none-educational destination.

SUBJECTS	
1	Employability Skills
2	Personal Development
3	Enterprise
5	Functional Skills
7	Customer Service
10	Art & Crafts
12	British Values & PREVENT (inc SRE)
14	Community Learning

Key Teaching Methodology	
Planning individual session delivery and support – 5 Minute Session Plan and Co-production with students	
1	Classroom Taught Sessions
2	Classroom Practical Sessions
3	Enterprise Activities
4	Community Activities
5	External Guest Speakers
6	Physical Activities
7	1.1 Coaching Sessions
8	Experiential Learning
13	Work Experience Internal

15	External Visits/Trips
16	Peer Mentoring

Key Assessment Methodology (Accredited Study)	
1	Duke of Edinburgh
2	Pearson PGW
4	Pearson Functional Skills

Key Assessment Methodology (None-Accredited Study)	
1	Internal Certification
2	Personal Success Targets
3	Skills Builder

Key Support Methodology	
2	Social Emotional Mental Health
3	Autism
6	Speech Language and Communication
7	Cognition and Learning

Quality Assurance			
Date Submitted	30/09/21		
Submitted By	Sian Morgan	Signature	<i>S Morgan</i>
Date Approved	30/09/21		
Approved By	Emma Taylor	Signature	<i>E J Taylor</i>