

| PATHWAY | |
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| 1 | Preparation for Life and Work-Work Placement |

Preparation for Life and Work-Work Placement.

The Preparation for Life and Work-Work Placement pathway is tailored for young people with SEND. The programme will provide students with a deeper insight into the world of work, with some students undertaking a work placement. Students will be supported to develop their understanding of how they can successfully live independently, access employment activities, manage and maintain their health and engage socially within their community. The aim of the programme is to utilise the students' EHCP specific objectives by identifying realistic short, medium and long term accredited and non-accredited personal success targets that are individual and reflect each student's aspirations.

The Work Placement pathway is composed of: Employability, Personal Growth and Wellbeing, Enterprise, maths and English and will stretch and challenge students to develop knowledge, skills and behaviours to make informed choices and decisions that will support transition to their planned destination. On completion of a successful Work Placement programme, young people will make a transition towards their chosen destination, which could include a Supported Internship or employment.

Students will participate in regular CIAG activities to help develop their understanding and helping them to transition into wider employment opportunities in the future. Students will undertake enterprise work, internal job roles, and community and employer visits to develop industry knowledge and understanding of paid and unpaid work. The Work Placement programme topics may include: CV writing, skills and qualities for employment, conduct at work, volunteering opportunities and understanding codes of conduct.

Students will develop knowledge and skills of general day to day health management by working with Expanse Learning staff and specialist partners, participating in practical and theory sessions and community activities covering topics such as: managing own health, identifying ways to keep active and healthy, managing health appointments, understanding and maintaining relationships, maintaining safe sexual relationships and accessing medical professionals.

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

- Multi-sensory and contingent environments
- Use of visual strategies to support understanding and development
- Experiencing and exploring
- Group and peer work
- Assistive Technology and alternative communication methods
- Embedding the development of physical potential
- Experiencing different venues
- Collaborative approach to support
- Real and relevant situations
- Practical, task-based learning
- Establishing sequences and routines
- Embedded Functional Skills

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Tasks and topics within this pathway include:

- Cooking and kitchen safety
- Employability based activities
- Sector visits
- Interactive Media
- Personal presentation
- Internal job roles

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| Pathway Aim | To develop students' skills, knowledge, understanding and behaviours, whilst enhancing their confidence, to become increasingly independent in their adult lives. To enable students to access their community, and those within it, in a safe and enjoyable manner, with a focus on personal growth and wellbeing, work skills and Functional Skills. |
| Pathway Key Objectives | To develop students' skills and understanding in areas such as: personal growth and well-being, healthy friendships and relationships, employability, and independent living. Students will be given opportunities to develop employability skills, in readiness for their transition to employment or a Supported Internship. Staff will support students to identify how to maintain a healthy lifestyle and applying this knowledge to their daily lives and activities. Students will access their local community and will develop their understanding of how to feel safe and confident doing so. |
| Key FS Delivery Method | Students will either attend discrete sessions with specialist Functional Skills tutors (delivered to other students of the same level) 1:1 sessions, or they will participate in non-accredited sessions, planned and supported by the Functional Skills tutors but delivered by the class team. |
| 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 including a Supported Internship. |

| SUBJECTS | |
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| 1 | Employability Skills |
| 2 | Personal Development |
| 3 | Enterprise |
| 4 | Travel Training |
| 5 | Functional Skills |
| 10 | Art & Craft |
| 11 | Sports (as part of Health and Wellbeing) |
| 12 | British Values & PREVENT (inc SRE) |
| 14 | Community Learning |

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| 21 | Digital Capabilities |
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| Key Teaching Methodology | |
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| Planning individual session content and delivery including 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 |
| 9 | Peer Learning |
| 11 | Self-Directed Study |
| 12 | Digital Study (Auditory/Visual/Kinaesthetic) |
| 13 | Work Experience Internal |
| 14 | Work Experience External |
| 15 | External Visits/Trips |
| 16 | Peer Mentoring |

| Key Assessment Methodology (Accredited Study) | |
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| 2 | Pearson PGW |
| 4 | Pearson Vocational |
| 4 | Pearson Functional Skills |

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

| Key Support Methodology | |
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| 2 | Social Emotional Mental Health |
| 3 | Autism |
| 5 | Physical |
| 7 | Cognition and Learning |
| 8 | Assistive equipment and technology |

| Quality Assurance | | | |
|-------------------|-------------|-----------|-------------------|
| Date Submitted | 30/09/21 | | |
| Submitted By | Casey Page | Signature | <i>C Page</i> |
| Date Approved | 30/09/21 | | |
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