

PATHWAY	
1	Supported Internships
2	Teacher: Daisy Prescott
3	Support Team: Sue McGuire, Gemma Hugill, Andrew Galligan

The Supported Internship study programme is for young people with SEND. The programme will provide students with knowledge and insight into employment opportunities, development of employability and independent living skills leading to a chosen career destination. Students will participate in mock interviews; industry visits; guest speaker presentations; work shadowing and sector skills demonstrations. They will also have access to real-life work experience placements, will explore academic and vocational progression opportunities, investigate independent living options, learn to manage, and maintain health appointments and engage socially at work and in 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 none accredited personal success targets that are individual and reflect each students' aspirations.

Work-related learning activities are embedded throughout the Supported Internship study programme. Students will participate in regular Information, Advice and Guidance activities to enhance current knowledge and skills to enable them to transition in the future. Students will undertake a work experience placement within a chosen sector, be responsible for maintaining an up-to-date CV and cover letter, prepare for and attend job interviews, attend community visits, and if needed participate in travel training. They will be able to demonstrate understanding of workplace codes of practice, support services available to them and how to stay safe and be independent in their community.

Students will develop knowledge and skills enabling them to manage general day to day health by working with expanse staff, work supervisors 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 personal appointments; understanding relationships; understanding safe sexual relationships and knowing when to see their GP or other specialists.

The Supported Internship curriculum has core subjects of personal and social development; sector specific vocational skills, math; English; community learning and employability that will stretch and challenge students to further enhance knowledge, skills and behaviours and make informed choices and decisions that will support transition to their planned destination for the next year and ultimately to adulthood. On completion of a successful Supported Internship programme young people will make a transition towards their chosen destination including paid employment, voluntary employment, Traineeship and Apprenticeship provision or supported or independent living.

Students will develop independent living skills enabling them to make sensible informed decisions on where and how they want to live in the future. They will learn how to keep themselves safe in their home and will develop practical skills and knowledge to be able to maintain a high level of independence by understanding and demonstrating how to manage correspondence and bills; manage income; cooking basic meals; manage cleanliness and hygiene; manage time; being safe in the home; understanding different types of living arrangements; Planning for future living arrangements with family including accessing living arrangements that are positive and possible.

To support independence and to keep students active and safe whilst at work and in the community, students will be taught a range of topics focused on how to access and enjoy working in the community whilst demonstrating safe behaviours when in work or the community and/or online. The Supported Internship programme topics include: effective use of budgeting and managing money; being safe on the streets; understanding sexual health and well-being, awareness of alcohol and drugs; positive behaviours for success; understanding recruitment and how to identify and apply for suitable realistic opportunities; personal presentation at work, valued skills identified by employers; first aid, food hygiene, health and safety at work; individual rights and responsibilities at work; awareness of PREVENT; understanding the criminal justice system; knowing where to go for help and how to use the emergency services; accessing adult services and knowing how to maintain positive professional relationships and positive friendships outside the College.

<b>Pathway Aim</b>	The aim of the pathway is to prepare our students for paid employment by supporting them to develop the skills valued by employers, enabling them to demonstrate their value in the workplace and ultimately support students with developing confidence in their own abilities to perform successfully at work.
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Pathway Key Objectives	To enhance the students' knowledge, skills and behaviours through a practical work-related learning curriculum delivered primarily in the workplace that focuses on enabling students to demonstrate capabilities through systematic instruction within their chosen career sector in order for them to progress into meaningful employment. Students on the pathway will continue to receive support with challenges that naturally occur during their final year as they transition out of education and into work.
Key FS Delivery Method	Students will either attend a discrete session with FS tutors, delivered with other students of the same level; 1:1 focus sessions, or they will participate in none-accredited sessions, planned, and supported by the FS tutors but delivered by the class teaching team. The tutors will incorporate employability and vocational elements of the curriculum in their 2021-2022 FS delivery.
Pathway Transition Routes	Transition pathways for each student will be determined individually via an Annual Review reflecting their levels of progress and learning. Progression routes could include paid employment, voluntary employment, Traineeship, Apprenticeship and/or supported or independent living.

Subjects	
1	Employability Skills (100%)
2	Personal Development (100%) In addition, 18% of those students are working towards a PGW qualification that is recognises RSE IAG guidance and receive explicit RSE support within their personalised timetable).
4	Travel Training (18%)
5	Functional Skills (100%)
7	Customer Service (54%)
8	Catering & Hospitality (9%)
12	British Values & PREVENT (100%)
13	Generic Pathway/Personal Pathway (18%)
14	Community Learning (100%)
15	Health and Social Care (18%)
16	Childcare (9%)
17	Media & Photography (9%)
19	Gaming and Digital Design (9%)
20	Education (9%)

Key Teaching Methodology	
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
4	Community Activities
5	External Guest Speakers
7	1.1 Coaching Sessions
8	Experiential Learning
9	Peer Learning
10	Remote Learning
11	Self-Directed Study
12	Digital Study (Auditory/Visual/Kinaesthetic)
13	Work Experience Internal
14	Work Experience External (100%)
15	External Visits/Trips
16	Peer Mentoring

#### Key Assessment Methodology (Accredited Study)

2	Pearson PGW
4	Pearson Vocational
5	National Online Safety
6	Pearson Functional Skills

#### Key Assessment Methodology (None-Accredited Study)

1	Internal Certification (Termly Progress Days)
2	Personal Success Targets
3	Skills Builder

#### Key Support Methodology

1	Coordination (27 %)
2	Social Emotional Mental Health (54%)
3	Autism (45%)
4	Hearing / Visual Impairment (9%)
5	Physical (9%)
6	Speech Language and Communication (36%)
7	Cognition and Learning (73%)
8	Assistive equipment and technology (IT Tech in-use 100%)

#### Quality Assurance

Date Submitted	24/09/2021		
Submitted By	Daisy Prescottt	Signature	
Date Approved	01/10/2021		
Approved By	Steph Howard	Signature	