

PATHWAY

1 Preparation for Life and Work-Intermediate

Preparation for Life and Work-Intermediate

The Preparation for Life and Work-Intermediate pathway is tailored for young people with SEND. The programme will provide students with knowledge and an insight into the world of work, in addition to how they can 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 none accredited personal success targets that are individual and reflect each student's aspirations.

The 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 programme, young people can make a transition towards their chosen destination, which could include the Employability pathway, Creative Industry Production or a Supported Internship.

Students will participate in regular CIAG activities to help develop their understanding, whilst supporting them to transition into wider employment opportunities in the future. Students will undertake enterprise work, internal job roles, and benefit from community and employer visits to develop industry knowledge and understanding of paid and unpaid work. Preparation for Life and Work-Intermediate topics may include: understanding the purpose of a CV, CV writing, skills and qualities for employment, expectations in the workplace, volunteering opportunities, understanding codes of conduct and building social and emotional resilience.

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
- Intensive interaction and sensory integration
- 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

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 the Employability pathway 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 via the Preparation for Life and Work pathway, Employability, Creative Industry Production or a Supported Internship.

SUBJECTS	
1	Employability Skills
2	Personal Development
3	Enterprise
4	Travel Training – delivered via PST's
5	Functional Skills
10	Art & Craft
12	British Values & PREVENT inc RSE and County Lines
14	Community Learning

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
3	Enterprise Activities
4	Community Activities
5	External Guest Speakers
6	Physical Activities
7	1.1 Coaching Sessions
8	Experiential Learning
9	Peer Learning
10	Remote Learning –where required
13	Internal job roles
15	External Visits/Trips

16	Peer Mentoring
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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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1	Coordination
2	Social Emotional Mental Health
3	Autism
4	Hearing / Visual Impairment
5	Physical
6	Speech Language and Communication
7	Cognition and Learning
8	Assistive equipment and technology

Quality Assurance			
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Date Submitted	08/09/22		
Submitted By	Ginette Riley/Zoe Clough	Signature	<i>G Riley Z Clough</i>
Date Approved	08/09/22		
Approved By	Emma Taylor	Signature	<i>E J Taylor</i>