

Preparation for Life and Work-Enterprise 24-25 Pathway

ORRELL COLLEGE PATHWAY

Preparation for Life & Work-Enterprise

The Preparation for Life and Work-Enterprise pathway is tailored for young people with SEND. The pathway will provide students with knowledge and an insight into the world of work through a nurturing and creative curriculum. Students will start to develop their skills and knowledge on how they can live independently, access employment activities, and maintain their health and engage socially within their community. The aim of the pathway 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 that 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 pathway, the Preparation for Life & Work-enterprise students will make a transition towards their chosen destination, which could include the Employability and Creative Industry Production pathways.

Students will participate in regular CEIAG in line with the Gatsby benchmarks to help develop their understanding, whilst supporting them to transition into wider employment opportunities or supporting living in the future. Students will lead the college Craftastic business by researching, designing, marketing and making seasonal and personalised products to sell in local and wider community settings. Students will have opportunities to experience work experience in a real-life work environment with the support of their teaching team. Students will benefit from regular employer visits to enable them to develop understanding of paid work and industry knowledge and skills.

Preparation for Life and Work topics may include understanding the purpose of a CV, CV writing, skills, and qualities for employment, participate in sector skills competitions, develop an understanding of 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. Students will have additional enrichment opportunities that will enable them to further develop their personal social development whilst providing opportunities for students to build new friendships and relationships with peers at Expanse Learning and the wider community.

Practice	real-world application.
Problem Solving	Students encouraged to solve problems, make decisions, and apply knowledge to different scenarios demonstrating adaptability and critical thinking skills.

Real-World Application	Students engage in relevant real-world settings to apply skills in authentic, uncontrolled environments.
Reflection and Integration	Students reflect on their experience(s), identifying successes and challenges. This reflective process contributes to the continuous improvement of skills.
Evaluation	Assessments, exams, or personal targets used to evaluate student's understanding and application of knowledge leading to recognition of acquired skills and accreditation where applicable.

Curriculum Pathway Summary	
Pathway Aim	<p>To develop students' skills, knowledge, understanding and behaviours, whilst enhancing their confidence, to become increasingly independent in their adult lives.</p> <p>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.</p>
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 apply 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 session, 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
5	Functional Skills
6	Retail
7	Customer Service
12	British Values & PREVENT
13	Generic Pathway/Personal Pathway
14	Community Learning
15	Health and Social Care
21	Digital Capabilities
22	Sensory Exploration
24	Independent Living
27	RSE
28	County Lines
29	Health and Safety
30	Introduction to Bricklaying
31	Introduction to Construction
33	Cultural and Ethnic Diversity
34	Labour Market Intelligence
35	Politics
39	Introduction to Marketing
42	Animal Welfare

Key Teaching Methodology	
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
15	External Visits/Trips
16	Peer Mentoring
17	Problem Solving Linked to real life scenarios
18	Inquiry Based Learning (Pedagogy Approach 5)
19	Collaborative Learning (Pedagogy Approach 2)
20	Reflective Learning (Pedagogy Approach 3)
21	Constructive Learning (Pedagogy Approach 1)
22	Integrative Learning (Pedagogy Approach 4)

Key Assessment Methodology (Accredited Options)

1	Duke of Edinburgh (Urban expedition focused identified for the 23-24 academic year)
2	Pearson PGW
3	Pearson Vocational
4	Pearson Functional Skills

Key Assessment Methodology (None-Accredited Study)

1	Internal Certification (Progress days and parent/carer evenings)
2	Personal Success Targets
2	Personal Success Targets

Key Support Methodology

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

(Head of College) and (Preparation for Life & Work Pathway Teacher) confirm that the above subjects and teaching & learning methodologies are a true reflection of the 23-24 curriculum.