

Expansive Learning Supported Internship Curriculum Pathway

ORRELL COLLEGE PATHWAY

Supported Internship Pathway

The Supported Internship pathway is for young people with SEND. The pathway will provide students with knowledge and insight into employment opportunities, development of employability and independent living skills leading to a chosen career destination. The curriculum will be heavily focussed on meeting the expectations of the Gatsby benchmarks which include students accessing real-life work experience placements but will also participate in mock interviews; industry visits; guest speaker presentations and sector skills demonstrations. They will have opportunities to 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 as per their needs. The aim of a supported internship is to utilise each student's 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 to progress into employment.

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. All students will undertake a work experience placement within a chosen sector, maintain 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 have opportunities to develop knowledge and skills enabling them to manage general day to day health by working with expansive 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 a planned employment destination and adulthood. On completion of a successful Supported Internship programme young people will make a transition to paid employment, voluntary employment, Traineeship or Apprenticeship provision and/or independent living.

Students will have opportunities to 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.

Curriculum Intent & Implementation

Knowledge Acquisition

Our students have access structured and organised information to facilitate understanding, enable cognitive processing and develop foundational understanding of concepts.

Understanding and Comprehension	Students work towards understanding underlying concepts and principles and deepen understanding.
Skill Development	Students experience modelled and demonstrated application of knowledge in practical contexts.
Guided Practice	Students will engage in guided activities or exercises to apply the knowledge in controlled settings
Feedback and Iteration	Students receive feedback on performance, to identify areas for improvement, and iterate on their approach to enable refinement of skills.
Independent Practice	Students practice applying knowledge independently in simulated or controlled environments linking theory and 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.

Supported Internship Summary	
Pathway Aim	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.
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 2024-2025 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
2	Personal Development
3	Enterprise Skills
4	Travel Training
5	Functional Skills
6	Retail
7	Customer Service
12	Modern British Values

13	Generic Pathway/Personal Pathway chosen subjects
14	Community Learning
15	Health and Social Care
20	Education
21	Digital Capabilities
22	Sensory Exploration
24	Independent Living
27	RSE
28	County Lines
29	Health and Safety
30	PREVENT
31	Introduction to Construction Trades
33	Cultural and Ethnic Diversity
34	Labour Market Intelligence
35	Politics
41	Hospitality
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
14	Work Experience External
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
5	NOCN Skills

Key Assessment Methodology (None-Accredited Study)	
1	Internal Certification (Termly Progress Days/parent/carers evening)
2	Personal Success Targets
3	Non-accredited Contextualised Functional Skills

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 (IT Tech in-use 100%)

Quality Assurance	
(Head of College), (SI / Employability Pathway Teacher and (SI / Employability Coordinator) can confirm that the above subjects and teaching & learning methodologies are a true reflection of the 24-25 curriculum.	