



Preparation for Adulthood Handbook

HOW FIELD HEATH SCHOOL DEVELOPS THE
INDEPENDENCE OF STUDENTS AND PROVIDES A
FRAMEWORK INTO ADULT LIFE.

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INTRODUCTION

Students at Pield Heath House School will reach the end of their school journey at 19 years of age. At which point, they will transition into adult education providers and adult living environments and should be equipped with the necessary skills and experience to make this transition as successful as possible. Young people with SEND are less likely to achieve both in terms of their attainment and progression and more likely to be NEET (not in education, employment or training) than their peers. With only 6% of people with special educational needs in paid employment, a careers programme will include classroom-based learning about the world or work and acquiring skills that can be used in different industries; opportunities to gain practical experience in different vocational areas; a chance to meet with specialist staff to develop an individual careers plan.

The careers programme is actively seeking to change stereotypical thinking and raise aspirations of young people with SEND. The careers programme provides the vision of what the school wants to achieve for the students in terms of gaining independent living and working, choice, hope and optimism, adaptability and resilience, access to and engagement in decent work in all its forms, opportunities to learn and develop and the pursuit of wellbeing and happiness. The plan will outline the strategy of how it is going to achieve this but also identify aspects of the provision that needs to be developed.

The programme will seek to overcome some key challenges young people with SEND face when seeking different career paths. The career challenges include:

1. Low levels of knowledge about who people with SEND are and what they are capable of.
2. Low levels of knowledge and confidence of employers about what good early career development will look like in people with SEND and how to engage them effectively.
3. Supply and demand – there are a low number of opportunities for school leavers driven by employers in some areas for example Supported Internships or Supported Apprenticeships.
4. Systemic failures e.g. Access to Work funding only available to young people who have an EHC plan and being allocated differently in different areas.
5. Many families need more support and encouragement with information being provided in accessible ways and their confidence/ aspirations built upon so they can support their child.
6. College provision / opportunities are not consistent everywhere for young people with SEND and more sharing needs to happen of examples of best practice.

7. All activity is hyper-local so lacks visibility which means learning can be lost and needs to be surfaced through communities of practice and published research.
8. Shortage of qualified and knowledgeable Careers Advisers with the relevant skills who can engage with a young person long term and build up a relationship.
9. Lack of appropriate careers programmes and materials.

In line with the SEND Code of Practice, Pield Heath House School recognises the importance of high aspirations for successful transitioning and coupled with the knowledge that young people with SEND develop socially, emotionally, cognitively or physically at different rates, the school has implemented Pathways through the school. Each Pathway is created with different likely end destinations in mind so that students are developing the knowledge and skills required to make successful transitions out of school and into further education, apprenticeships, supported employment or supported/independent living. Each curriculum, starting from key stage 2 is designed to be aspirational towards the individual end destinations. Activities which meet the Gatsby benchmarks permeate throughout all of the curriculum and are mapped into the interdepartmental matrices.

The careers provision within the school is integral to the whole curriculum, where lessons focus on relevant skills and experiences to support the students into adult life. Lessons involve and incorporate skills for independent living, future learning and leisure as well as livelihood planning and employability skills. The curriculum supports the longer induction periods and engagement activities with employers that are needed to support those with SEND. This is done through meaningful experiences of workplaces and employers. The students interact with the world of work with an appropriate balance of support and challenge. Employers are invited to speak and interact with students and educational visits provide opportunities to meet employers, places of work and sites of further education. The work experience programme at Pield Heath House School offers a range of supported work placements within the various industries on the school site and offers external work experience through a number of established relationships with employers.

Pield Heath House School has a Preparation for Adulthood & Transition Coordinator in place to support students through the whole process of moving through the school and beyond. It is recognised that early planning is essential to avoid students losing confidence or dropping out of school as the SEND group are frequently found in the Not in Education, Employment or Training (NEET) category. Therefore, each student has specific and individualised transition planning to identify potential pathways into adulthood. This adheres to the SEND code of practice, with this level of personal guidance able to foster improved self-determination within the student by developing self-awareness, practicing decision making and setting goals. This focus towards the self-determination of the students aligns with the PERMA model that runs through the school.

The level of support and guidance provided to the students and their families by the Preparation for Adulthood & Transition Coordinator is consistent and on-going, with strong relationships developed along the way. In order to ensure that the schools programme maximises successful transitions, the school keeps accurate data about previous students' education, training and employment destinations and the success of those for three years after they have left the school. This information is then used to inform future planning and practice.

THE CURRICULUM

Horticulture

Horticulture is taught as a vocational option subject within Key Stage 5. The school grounds are utilised to provide numerous opportunities for students s at all levels to experience working within a Horticulture environment.



Students develop employability skills within this sector but there is also an emphasis on being able to undertake team projects so interpersonal skills are also developed. Horticulture lessons fosters wellbeing by showing that being in outdoor spaces are good places to self-regulate and destress.

Students complete units that go towards their NOCN diplomas within Horticulture lessons.



THE CURRICULUM

Construction

Construction is taught as a vocational option subject within Key Stage 5. The students develop employability skills by working with a range of materials as well as safely using the necessary tools for the jobs undertaken.



Students are able to be creative in their approach to designing their projects and get a sense of accomplishment when they bring their ideas to life. Students are provided with the opportunity to develop independence when working, which supports their confidence and well-being.

Construction also provides opportunities for students to use transferable skills from other subjects such as Art and Computing to aids them in their studies. NOCN units are completed, which contributes towards their NOCN diplomas.



THE CURRICULUM

Come Dine with Me



Come Dine With Me is taught as a vocational option subject within Key Stage 5. It is focused around working in the catering industry and students develop employability skills within this sector.

Students practice elevated cookery skills where they will use different pieces of equipment and work with more difficult ingredients. Students will learn about health and safety related to food preparation as well as food presentation when serving food to customers.



Parts of the student's NOCN diplomas will be covered in Come Dine With Me and if applicable they may cover a Level 1 Food Hygiene course.

THE CURRICULUM

Team Enterprise

Team Enterprise is taught as part of the Key Stage 5 vocational options. Students develop their teamwork and cooperation skills as they collaborate to design and implement an enterprise project. The student's enterprise project results in their experiences selling their products in community sales.



Students are encouraged to be creative in their endeavours and develop independence as they work across the different sectors of an enterprise such as design, manufacture and marketing.

NOCN units as part of the student's diplomas will be covered in Team Enterprise.



THE CURRICULUM

Textiles

Textiles is taught as part of the vocational options in Key Stage 5. Students are able to work with different materials, learning about types of paint to use for their designs and different ways to sew materials together.



Textiles lessons encourage creative designs and teach the necessary skills within the field of textiles, that could be transferred into future career paths.

Products created within textiles are often used as produce within enterprise projects. NOCN units as part of the student's diplomas will be covered in Textiles.



THE CURRICULUM

College Link

Students attend Uxbridge College on a weekly basis. Students complete The Princes Trust Achieve Programme which aims to support young people to achieve a range of personal and employability skills and gain qualifications

Students also complete the NOCN Award in Induction to College. This Module supports Students to develop their confidence in learning and working with others outside of school. They develop their communication and interaction skills with unfamiliar people, gain an understanding of their own responsibilities while at college and the different expectations of being a college student.

Students learn to locate facilities within the college, such as the library and common area, and confidence in using them. They identify members of staff and their roles within a College setting, such as security, counsellor etc. and who to go to for help if they need it.

They also develop their travel skills to the College as well as explore different vocational pathways and courses at college.

Students also have the opportunity to speak to Department leads as well as working in the College Shop run by the Foundation Department.



THE CURRICULUM

Gearz

Students learn about basic motor mechanics and service in a working garage and career opportunities within the industry.

Practical tasks have been:

Remove and Replace a road wheel, complete Brake Pad and Disc Replacement, carry Out Full Vehicle Systems Inspection and Pre-Mot, Remove and Replace Spark Plugs and Air Filter, Carry Out Oil and Filter Replacement w Remove and Replace Vehicle Suspension Systems Strip down and Rebuild Static Engine and Transmission, balance a Road Wheel Using Wheel Balancing Machine.

Students develop valeting skills, cleaning inside and outside of cars, which can result in students developing their own enterprise.



DEVELOPING INDEPENDENCE SKILLS

The ability for a young person to function and complete tasks with a degree of independence is vital for their preparation for adult life. Therefore, the development of independence skills is a key element in the education of young people with special educational needs. At Pield Heath House School, independence is one of the six areas of learning that are the foundations of the curriculum intent across all the pathways within the school. The non-negotiable lesson structure across all curriculum pathways ensures that appropriate visuals are available for all students to independently organise themselves during each lesson, which is a vital tool for students as they progress into adulthood.

Independence is taught across all key stages to all students by being built into tasks within different lessons. This means that students will be covering independence across a vast range of activities, at a level that is suitable for their ability. Each pathway within the school is designed to prepare the students for their most likely end destination. Therefore, students will have independence tasks tailored in order to provide them with the most valuable experiences and skills. Examples of developing independence across the school would be: completing work tasks independently; using any form of communication independently; applying new skills while working independently; personal care and hygiene; transitioning independently; making their own choices; or developing skills necessary for increased levels of independence in later life such as accessing the community and home management skills.



BENCHMARK ONE

“A stable careers programme.”

HOW THE BENCHMARK IS MET

Each of the three pathways through the school has their own bespoke careers programme based on the needs of the students within that pathway and their likely end destinations. Within each programme there are key milestones that all students have the opportunity to experience and achieve. These are built into the curriculum across a number of different subjects so that students can generalise the skills across different contexts.

The programme outlines the way in which the Preparation for Adulthood & Transition coordinator works with the students to collate information to form their Individual Learning Plans (ILP's), which are used to shape the curriculum and the students' experiences within school to meet their aspirations and/or preferred learning activities to better engage them in the process of transitioning into adulthood.

THE DESIRED IMPACT OF MEETING THE BENCHMARK

Through the delivery of the careers programme students will develop transferable life and social skills that support future careers, employability and enterprise. Students will have a level of self-advocacy, negotiation, decision making and transition skills so that they are more equipped to step into adulthood and “live life to the full”. The purposeful interactions they have will enable them to have the confidence to seek and/or receive support from services applicable to them and also to be able to build meaningful relationships to live social, enriching lives.

As each programme is specifically designed to support students within their respective pathways, the contents carry greater meaning for the students that should equate to increased engagement in the programme itself. This follows the PERMA model that is used throughout the school and has shown to increase achievement when used appropriately.

BENCHMARK TWO

“Learning from career and labour market information”

Every student and their parents should have access to good quality information about future study options and labour market opportunities.

HOW THE BENCHMARK IS MET

Students explore their interests and career options and gain an understanding of what a job is and the benefits of having a job. Job adverts are explored and skills gained to be able to read and decipher what is expected, looking at local information to become aware of common jobs within their community. Students apply for jobs available within the school setting. Within our Well Cafe, Horticulture, Arts and Craft and Construction Enterprises, at school, students gain knowledge as to what a business looks like, for example the role of the customer as well the responsibilities of the seller or manufacturer of items. Students plan and take part in enterprise activities which are embedded into the curriculum.

THE DESIRED IMPACT OF MEETING THE BENCHMARK

Students will have an idea of their strengths within the vocational and independence options offered at school, therefore better able to plan for the future. Students will have more informed choices and this will raise aspirations for both students and Parents. Through participating within the community there will be an increased awareness of what jobs are available.

Topics within subjects such as PDS/ PSHE / Community Skills/Numeracy /Literacy cover aspects of Getting to know people in our community, places around our school community, as well as using transport in our local community. Budgeting and work-related topics are covered in all subjects.

BENCHMARK THREE

“Addressing the needs of each student”

HOW THE BENCHMARK IS MET

Each student is placed on a pathway that best suits their needs and contains the most suitable learning experiences to match their end destination. In order to sustain this into the careers and preparation for adulthood programmes, each student has an Individual Learning Plan (ILP) that details information personal to them and shows how this information is used to shape future provision for the students. This ensures that the appropriate support is provided for each student and the views of the students and their families are being listened to. This is supported by the different career programmes and plans to provide the right learning experiences for the students s but also having them reviewed and planned improvements or adjustments as the needs of the students s change in each pathway.

The annual review process enables us to collect the most up to date and relevant information pertinent to the students s level of need, aspirations and future goals. Information from discussions and the setting of outcomes is recorded in the students s ILP’s.

The Preparation for Adulthood & Transition Coordinator attends transition reviews and opens lines of communication between the school and the family, which informs the transitions into sixth form. These lines of communication remain open thereafter so that the school uses the information to try to personalise the students s timetable by selecting option lessons that most suit the aspirations of the students s or if appropriate offering internal work experience placements.

Areas within the school have been designed so that all students s can access vocational learning regardless of their level of need. The horticulture area has planting beds at various heights but also offers students the opportunity to work on table top activities such as potted plants. The polytunnel itself is wide to allow those with mobility issues space to operate safely in there.

Work experience opportunities and work-related learning are personalised to meet the interests, skills and aspirations of the young person. For students s in Pathway 1, the PfA & Transition coordinator has designed work experience programmes that include a range of “work” activities so that the students s can select their preferred activities to experience work through. This follows the intent and purpose of the PH+ curriculum that they follow.

Employability Work books have been created for use within PSHE lessons to ensure sufficient content is covered and teachers have a resource to be able to differentiate to the needs of the students s in the class.

THE DESIRED IMPACT OF MEETING THE BENCHMARK

Being acutely aware of the ranging needs of students s within the school and planning accordingly ensures that all students s receive essential experiences and knowledge at the most appropriate level. These will directly affect the students s ability to transition effectively once they leave Field Heath House School. The students have been actively involved in this process as well so have experienced taking a lead in their own lives and will be more invested in the work that the school is providing, leading to better outcomes.

BENCHMARK FOUR

“Linking curriculum learning to careers”

HOW THE BENCHMARK IS MET

Preparation for Adulthood, Careers and planning for future destinations underpins our Curriculum offer, especially in Key Stage 5. The intent of the curriculum is to support all the students to achieve and live their lives to the full. The curriculum undergoes a scrutiny process whereby a decision is made as to whether the knowledge, skills and accreditation taught align with the intent and benefit the students long term. Employability, independence and life skills are permeated throughout the curriculum so that students have a greater exposure to them and make better progress. It also helps the students generalise the skills so that they can be transferred when they reach their next destinations.

Students in each pathway are of different abilities but due to the nature of SEN students, each of them needs to learn skills to understand who they are and form an identity before developing an understanding of careers and next destinations. Many of the topics and themes throughout the curriculum in each pathway are related to the “self” so students can explore their likes and dislikes and understand the world around them and where they fit into this world, an example being the “All about me” theme found in Pathway 1. Students who use the functional literacy and numeracy schemes have components for handling and using money and the language of job roles incorporated into them. Employability skills permeate throughout the curriculum across all key stages in all pathways as they are not taught as stand-alone lessons.

Each student has the opportunity to shape their own curriculum towards their own career paths or destinations through working with the Preparation for Adulthood & Transition coordinator to create their ILP’s, which can affect the option lessons, educational visits or tasks that each student undertakes.

Students in Key Stage 4 begin to complete a number of ASDAN programmes across the different pathways. Challenges built within these programmes directly link to employment skills and careers. Starting in the 2021/22 academic year, students studying the ASDAN Personal Development Programmes will have the Careers and Experiencing Work short course incorporated into it. Students in Key Stage 5 begin different NOCN diploma programmes, which are most suitable for their needs. Modules within the diploma programmes have been selected with preparation for adulthood and careers in mind, some subjects may still use modules available within those programmes but the intent of the diplomas remains with a careers and end destination focus. The programmes on offer are Personal Progress, Independent Living Skills, Using Employability Skills and Skills for Employment, Training and Personal Development. The option lessons available for students are designed to be mini enterprises so students can experience being part of a business and learning necessary vocational skills for that sector. Where students may not be able to access careers learning outside of curriculum time via the different work experience avenues within the school, work experience lessons have been created to build it into the curriculum time so that skills can be developed in a setting with more support and on a smaller scale.

THE DESIRED IMPACT OF MEETING THE BENCHMARK

By having students working on, developing and thinking about employability skills, independence, careers and destinations right the way through the key stages, it is hoped that the skill set will be higher and more developed in students who already had a low starting point. The nature of SEN students is that they often take longer to develop and require large amounts of repetition to fully generalise a skill, so an elongated period of time to work on these essential skills will support SEN students to achieve better outcomes. Students will have been thinking about jobs or future destinations over longer periods of time so it is hoped they will be more accepting of change when the time comes as they have been slowly preparing themselves for a long time. Some students will have an idea of what they enjoy and where they want to go in terms of career and through support from the transition coordinator they will be in a positive emotional state, making the transition more successful.

BENCHMARK FIVE

“Encounters with employers and employees”

HOW THE BENCHMARK IS MET

Students will have opportunities to meet with Employers through their work experience programme. Brunel University offers a solid opportunity to meet with different employers and employees. Students also attend Into Work Fayres where they can talk to Employers about opportunities such as supported Internships and apprenticeships. The DFN Project Search "Transition to Work" programme gives students a chance to gain an understanding of what the supported internship programme can offer, through partnership with Hillingdon Council and Orchard Hill College for those who are committed to gaining full time employment.

Work experience is offered in all departments within the school environment.

Students undertaking the Induction to College module meet with Department Heads within different areas of the college setting, enabling them to gain an understanding of employer's expectations and opportunities. They explore different jobs within the college environment and meet with employees.

For some of our students, job roles and employer engagement will be explored through the school community and the departments we have onsite. For example, ground maintenance, reception and administration as well as our Industrial Kitchen.

For some student's role play and dressing up will help the young person gain an understanding of different roles and job types within their community and familiar setting.

Encounters with employees and employers may take part in the natural interaction and engagement through weekly Community Skills and the Vocational Enterprises that we specialise in and onsite activities.

Our Independent Living Enrichment week provides opportunities for students to engage with Public Services for some students to find out what the job involves.

THE DESIRED IMPACT OF MEETING THE BENCHMARK

Students will gain an understanding of what employers expect from employees through their work experience. Students are better informed in order to look for future employment, supported employment or volunteering. Employability skills are embedded in the 6th Form curriculum.

BENCHMARK SIX

“Experiences of workplaces”

HOW THE BENCHMARK IS MET

Meaningful experiences of workplaces are interactions with the world of work in a real work location. From our perspective, Schools are real workplaces too, and can offer an appropriate balance of challenge and support for carefully identified students such as supported internal work experience placements. For some students this might be learning to tolerate working alongside someone, developing skills to complete a set task or being able to make a choice. students experience a variety of workplaces. We have developed solid connections with local providers

Work experience placements / opportunities are matched to meet the students interest and build on their future outcomes. Students are gradually introduced to experiences of workplaces. This can begin by experiencing regular jobs within a classroom setting in order to develop confidence, self-esteem and independence.

All students are offered an opportunity to experience a work situation either simulated, workplaces both internal and external. Our internal work experience positions have attached job profiles and students must apply and interview for each role to gain the full experience before attending the supported experience. Our Well Cafe was specifically developed to provide a real working environment. Here students have to adhere to H&S rules, work to deadlines and prepare simple snacks to sell. students can work in The Garden Shop, which is a seasonal Enterprise selling plants, vegetables that are grown on site as well as drinks and confectionery.

In PSHE and ASDAN Modules students develop and become aware of work-related skills such as communication and teamwork. The Tuck Shop was developed by year 10 and 11 students as an enterprise, which they organise and run. They serve customers, accept payments and calculate change as well as conducting stocktakes.

The school has developed relationships with employers and providers to be able to offer external work experience placements to students. Prior to the work experience commencing, the school will meet with the employer to provide support with job coaching and to provide information and support in relation to the students. The students have the opportunity to attend pre-visits to the workplace and to meet the people with whom they will work with. They will be provided with support for their work experience interview and have continued support from the school while they are in their placement. One of the placements used is Gearz, which is a functioning motor vehicle workshop and garage. Students will gain vocational experience of working on cars and bicycles, conducting tasks such as general maintenance and changing tyres.

The school will also use educational visits to provide external forms of work experience. The school often frequents a number of local farms and the rural activity centre where students can develop the vocational skills to work outdoors, with animals or in a horticulture environment. Students that either show an interest in or the establishment is suitable for will be selected to utilise these facilities.

Students who complete external work experience placements complete journals where they are able to evaluate their experiences and identify areas they have developed and what they still need to develop in order to succeed in that working environment.

We have close links with Brunel University and are able to place students throughout the year within areas such as Grounds keeping, Postal Service, Hospitality and Catering (kitchen and front of house), as well as The Lancaster Hotel.

THE DESIRED IMPACT OF MEETING THE BENCHMARK

SEN students require a longer transition process and lots of repetition of learning in order to maximise the chances of success. The numerous experiences of different workplaces in a number of contexts will support students to develop confidence, independence, personal and social skills. Importantly, it should be creating a rewarding experience for the students. They will have a better understanding of expectations in the workplace.

Work experience can demonstrate the capabilities and skills of young people with SEN to a wider audience and showcase an untapped talent pool within the community. The students are challenged but supported, while providing them with first-hand knowledge of the working environment. For some students extended external work placements can be offered and used as transition preparation. A recent example is a year 14 student who wanted to go to college but also get a part time job. In their final year they attended 3 work placements. 1 internal placement as a specialist support assistant (SSA), working in a class with younger students and 2 external placements. They attended Green Corridor where they practiced and developed a number of different vocational skills and Brunel University where they worked within their industrial kitchen but also worked on the tills serving customers.

Work experience supports students to develop and gain employability skills in the context of which they will be used in. Students are able to show their potential and give them the opportunity to develop a clear career path. They have a greater understanding of the roles and responsibilities in a workplace. They are better informed as to their likes, dislikes, what types of jobs and working environment they would like. For some students placement helps develop a sense of purpose as they are finding where they fit in their world and their community. The placements can foster the development of hobbies and develop new social relationships. Lots of the personal skills that are developed within an external placement can be transferred to their lives at home. The placements can be the stepping stone to set the students on their chosen career path. They develop as employees as they learn the necessary skills to cope with encounters with employers.

BENCHMARK SEVEN

“Encounters with further and higher education”

HOW THE BENCHMARK IS MET

Students s in year 11 who wish to explore options at 16 and all students s in 6th Form for whom college is a destination have the opportunity to attend Uxbridge College’s Link course on a weekly basis, receiving a half day of lessons and activities delivered at the FE college’s main campus. Through this, students gain an NOCN Award in Induction to College. There is also the opportunity to attend sessions at Green Corridor, with the purpose of not only developing vocational skills but also exploring possible further destinations for the students s. The school also provides families with information or organises college tours of colleges that the students may wish to attend.

The school has relationships with a number of colleges with whom we support tours both physically and more recently virtually such as Uxbridge College, West Thames College, Orchard Hill, Great Oaks and Green Corridor. The virtual tours allow the school to support the students s by using real pictures within social stories to support the transition. With our close proximity and relationship with Brunel University, the students get the opportunity to visit different areas within the university so that they can experience what further education looks and feels like.

As each student is individual, their destinations can also be unique in comparison to the rest of the cohort. The Preparation for adulthood and transition coordinator works as the link between the school, family and destination to support the students in making a successful transition. This may involve a number of transition visits or taster sessions to the college, residential college or supported living environments or to establishments similar to it if the distance is too great. Students s are provided with information in a format most appropriate to them such as PowerPoint presentations or social stories in relation to their next destination.

If appropriate to do so, students are taken as groups to college open days to experience what their college may look like so that they can familiarise themselves with the scale of the building and the number of people within the buildings.

While in school the students s will practice essential skills and experiences that future educational providers may require them to do such as CV writing, completing application forms and having mock interviews; all of which supports the preparation of the students for their next educational destination.

THE DESIRED IMPACT OF MEETING THE BENCHMARK

Through the encounters the students s and their families are able to explore their options and make an informed decision about what is in the best interest for the students. As this process and encounters occur from as young as 16, the transition process for students s is much longer than in mainstream schools. When the time arrives for students s to make the step into further education, they will have a wealth of experiences of different education establishments so will be familiar with the workings of colleges and anxieties of attending somewhere new and unknown are reduced.

BENCHMARK EIGHT

“Personal Guidance”

HOW THE BENCHMARK IS MET

Personal guidance Career conversations are an ongoing part of a student’s school experience and personal guidance is an integrated part of the overall careers programme. The school offers personalised support tailored to student’s needs and abilities. The advice is impartial and always in the best interests of the young person. It has an observable impact on their career and progression.

In Key Stage 5 students then have Individual Learning Plans that are developed by the Preparation for Adulthood & Transition Coordinator and are used as a tool to map students' vocational pathways and career goals. It supports defining their career goals and plans post 19 in order to inform their decisions about their courses and activities throughout their time at school. Students s have an opportunity for taster sessions for their Vocational Options in order to expand on their choices. These include Sport Leadership, Horticulture, Come Dine with Me (Catering and Hospitality), Construction and the Arts. All subjects have a clear emphasis on Enterprise and skills for work. Careers and progression routes are discussed within the subject areas by subject Leads and Instructors.

The PfA and Transition Coordinator meets with the young person. Where direct interaction is not appropriate information is gained from those professionals who know the student well. Personal guidance within our setting also includes those staff who know and understand the student well. It consists of listening to student’s initial ideas, qualifications, skills, experiences, circumstances and life aims with trusted members of staff. Parents' involvement is key to supporting students to make considered choices of where they go onto next.

Parental involvement is essential through Annual Reviews and discussions during Parent’s evening as well as throughout the year. The EHCP will aim to support students achieving goals in relation to learning and future employment, home and independence, friends, relationships and community and health and wellbeing. The students EHC Plans are adapted to meet the changing interest and aspirations of the young person in the key stages and transition years. This gives an opportunity to discuss their futures and put a system of support in place. During these meetings, parents/carers and key professionals/ stakeholders in the local authority will work together to make sure the right plans are in place to help the student move on.

THE DESIRED IMPACT OF MEETING THE BENCHMARK

Students and parents will have an understanding of possible progression pathways and ultimately raise aspirations and goals. Parents and Students s in KS 5 students s will have choice and input in planning their personalised curriculum throughout their 3-year Course. Students' knowledge and skills form their encounters with employers and work experience ongoing career opportunities and choices. Continued guidance and support to help students explore opportunities and develop skills to make effective transitions.

Improved outcomes and raising aspirations from the students, school and parent's viewpoint. Career and destination advice throughout the student's placement ultimately means the student has investment in their own future and the impact maintenance of placement more likely.

Specific and individualised transition planning that includes identifying potential pathways is central to what we offer. Early and ongoing support from a trusted adult is critical to effective transition. Students will gain a better understanding of their attributes and skills, likes and dislikes. Through NOCN Action Planning students decide on and set their own goals which may relate to personal development or directly to work related skills, such as money management, time keeping, presentation skills.