

Welcome to...



Astley Park's College
Information Meeting

Aim – To share information about:

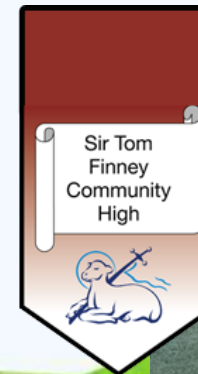
- The different types of colleges and how to apply.*
- Explain what local offers are available on mainstream Foundation Learning courses.*
- Share contact information for all colleges and support.*

Mainstream Colleges

Specialist Colleges



Local Colleges



Foundation Learning Courses -Within a Mainstream Setting



Online applications generally open in September for the following year.

Specialist Providers -



Places for these colleges must be requested in your child's Year 11 Annual Review. This review will have an authority representative to record your request.

College Leads



Mrs Powell



Miss Bentham



Mrs Price

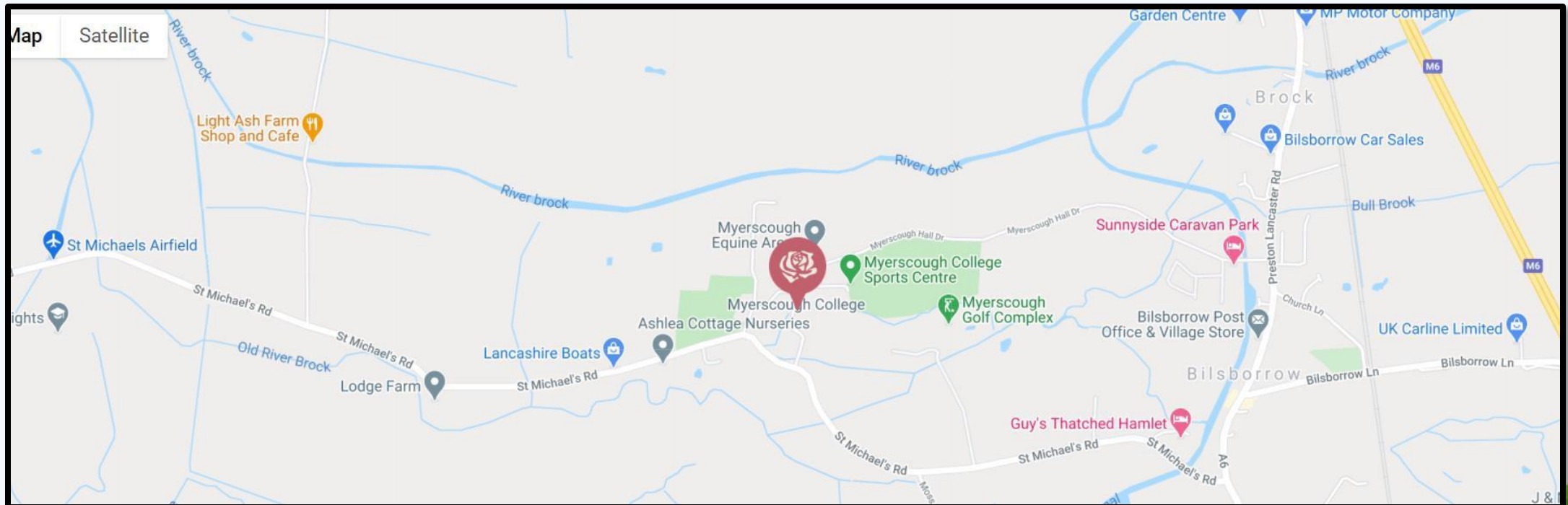


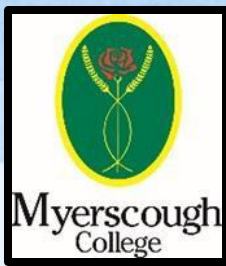
Mr Murphy





Myerscough College Main Campus, Preston





Course	Accreditation
EL1 ASDAN Personal Progress	Award/Certificate/Diploma
EL2 ASDAN Personal Social Development	Award/Certificate
EL3 ASDAN Personal Social Development	Certificate
EL2 Skills for Working Life (Animal Care, Agriculture & Horticulture)	Award/Certificate/Diploma
EL3 Skills for Working Life (Animal Care, Agriculture & Horticulture)	Award/Certificate/Diploma
L1 ABC Practical Countryside Skills (Agriculture)	Certificate
L1 ABC Practical Countryside Skills (Animal Care)	Certificate
L1 ABC Practical Countryside Skills (Horticulture)	Certificate
L1 ABC Motor Vehicle Studies	Diploma
L1 BTEC Sport & Active Leisure	Award/Certificate/Diploma
L1 BTEC Public Services	Introductory Diploma
EL3 City & Guilds Employability Skills (Foundation Supported Internship) - Work experience programme aimed at becoming 'job ready' including programme of supported and voluntary placements.	Certificate
L1 City & Guilds Employability Skills (Intermediate Supported Internship) - Work experience programme aimed at becoming 'job ready' focusing on social enterprise and internal placements.	Certificate
L2 City & Guilds Employability Skills (Advanced Supported Internship) - Work experience programme aimed at becoming 'job ready' focusing on project work and external placements.	Award



Myerscough
College

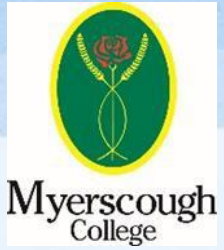
Why choose a Study Programme in Foundation Learning at Myerscough College?

A college with clear and inclusive values that encourages the SEND students at every opportunity to integrate within the overall college community and gain greater self-esteem, personal development and independence. This starts with 1:1 programme of transition.

A curriculum that has 'Equality and diversity' embedded and offers excellent community involvement which enriches the learning experience. This is clearly linked to the 'Preparation for Adulthood' agenda.

A study programme that meets the requirements of the main qualifications of English and Maths as well as work experience/enrichment and is unpinned with an excellent personal tutorial system. The curriculum is well planned and strong intent, implementation and impact. It allows clear progression and an opportunity to consider a further learning programme or supported employment options.





Why choose a Study Programme in Foundation Learning at Myerscough College?

A variety and a range of vocational options that include: Animal Care, Agriculture, Horticulture, Motor Sport, Sport and Active Leisure and Public Services that enable the more practical learners to develop the relevant and wider vocational skills.

Realistic group sizes that provide an excellent supported learning environment where students feel safe and secure throughout all their time at college.





Myerscough
College

What Myerscough Offer

- *Team of learning staff and external agencies to support all learners to achieve their potential including those identified as High Need funded learners.*
- *An embedded ethos of individualised learning where the abilities and needs of all learners are rigorously assessed during induction and regularly throughout the course to inform and support lesson planning .*
- *A commitment to setting challenging targets for all learners to support them in achieving the highest level of success possible. This is linked to the EHCP wherever appropriate.*
- *A strong desire to empower and develop young people leading to a range of appropriate destinations such as further education, supported employment or independent living.*



Myerscough
College

Foundation Learning now has an updated personal care area for those that require this.

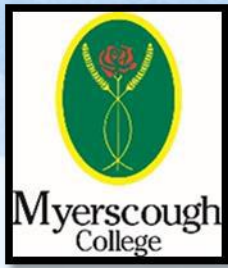
Foundation Learning now has an updated personal care area for those that require this.

They are now more pavements with tactile surfaces for VI students.

Craig Dudding – Transitions officer – more than happy for you to share my details and meet with prospective students, and their families/support team.

Very popular college and already got a lot of interest for September 2025 intake.

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Course Advice Mornings

- All Saturday morning:
- Saturday 5th October 2024 - Course Advice Morning and Applicant Showcase
-
- Saturday 16th November 2024 - Course Advice Morning and Applicant Showcase
-
- Saturday 8th February 2025 - Course Advice Morning and Applicant Showcase
-
- Saturday 29th March 2025 - Course Advice Morning and Applicant Showcase
- advise that it is always beneficial for prospective students to see the college on a college day too, for familiarisation.

Parents and young people that want to visit can directly message Craig Dudding to make arrangements. Contact details at the end of the presentation.

Pathway to Independence - (Entry Level 1-3) What is Pathway to Independence?

The aim of the entry level programme is to promote Personal and Social Development skills and strategies. It aims to progress independence and communication skills needed in everyday life and work. The programme offers work related experiences, in a managed and supported environment allowing you to start to gain an awareness of the world of work.

What will be studied?

You will focus on Personal and Social Development and general employability skills building on areas such as Life Skills, Community Access, Communication and Well-being.

Modules will cover independence in the home and community, developing self, work exploration and work-related experience, health and well-being, confidence and communication.

All students will undertake a literacy and numeracy assessment and work within the appropriate levels in order to progress. Accreditation will be pursued where appropriate.

ENTRY LEVEL 1-3 PATHWAY TO INDEPENDENCE

ASDAN Personal Progress/Personal and Social Development, ASDAN Employability, Arts Award, Playmaker/Young Leader, Short course vocational courses.

WHAT IS PATHWAY TO INDEPENDENCE?

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WHAT WILL YOU STUDY?

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- All students will undertake a literacy and numeracy assessment and work within the appropriate levels in order to progress. Accreditation will be pursued where appropriate



Pathways to Employment - (Level 1 and above) What is Pathways to Employment?

This programme is designed to promote employability skills to allow students to move onto specific vocational courses at L1/2 and/or employment/training opportunities.

The course aims to give students working at this level a stepping stone between school and much wider vocational choices. It allows students to develop transferable work and personal skills, which will help them to achieve their aspirations for the future. It also allows students to take time to make decisions about their preferred vocational pathway.

What will be studied?

You will focus on Employability Skills, building on transferable skills such as communication, organisation, teamwork and leadership. You will be able to undertake a work familiarisation programme with a local employer and there will be vocational tasters in Horticulture, Performing Arts, Hospitality or Health and Social Care, to support career exploration.

Students will be supported to develop their interpersonal skills and coping strategies with work/life balance.

All students will undertake a literacy and numeracy assessment and work within the appropriate level in order to progress.

LEVEL 1 PATHWAYS TO EMPLOYMENT

BTEC Functional Skills, BTEC Level 1 Award/Certificate, ASDAN Award/Certificate Level 1, ASDAN Short Vocational Courses, L1 Sports Leader Award.

WHAT IS PATHWAYS TO EMPLOYMENT?

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WHAT WILL YOU STUDY?

You will focus on Employability Skills, building on transferable skills such as communication, organisation, teamwork and leadership. You will be able to undertake a work familiarisation programme with a local employer and there will be vocational tasters in Horticulture, Performing Arts, Hospitality or Health and Social Care, to support career exploration.

- Students will be supported to develop their interpersonal skills and coping strategies with work/life balance
- All students will undertake a literacy and numeracy assessment and work within the appropriate level in order to progress



What you really want to know...

Experience with ASD:

- A large % of current cohort have ASD
- Staff are well trained in ASD and PDA, they have some staff with additional experienced gained prior to working with the college

Medical training:

- All staff completed Buccal Midazolam administration training
- Dedicated staff members to deliver learner's medication as per care plan
- Staff team Emergency First Aid trained
- Experience providing personal care on a personal, individual basis, specific to the needs of the young person
- Reasonable adjustment can be made for any needs. Some staff members are trained counsellors, at both Level 2 and Level 3 and offer some additional support around issues.

Behaviour Management:

- All staff have completed Team Teach training, with some staff members being very experienced with using Team Teach
- All staff are familiar with each learner's current behaviour plan and the strategies that are in place
- All behaviour plans are reviewed regularly and adjusted as progress or further issues arise
- Parents and Carers are involved in the behaviour plan strategies and clear home links are made to ensure all working for the benefit of the young person

What you really want to know...

Pastoral Duties:

- Each learner is provided with a nominated Tutor/Key Worker that provides mentorship and pastoral care to the young person, whilst also maintaining a close working relationship with the parents/guardians
- Intervention sessions around mental health and confidence etc are provided throughout the college year
- Tutor groups meet each week to look at progress and support with any issues
- Clear links with parent /carer and all agencies working around the young person to ensure the highest level of support

Progression routes once 19 yrs (Adult):

- **Further education** – strong links with colleges such as Myerscough and Preston
- **Supported Employment** – strong links with Midstream and Preston Vocational Centre.
- **Employment** – a number of students have gone on to ~~find employment~~ find employment and apprenticeships from their work placements
- **Internships** – students have been successful in gaining places on internship programmes with Lancashire County Council working with Premier Inn and Preston College.
- **Day Services** – strong links with Caritas Care and My Life which develops programmes for young people requiring more of a community focus in their next steps.
- **Supported Living** – strong links with social care for ~~development~~ development of more independent living settings

What you really want to know...

Number of days/hours available:

- 4 days per week (Mon – Thurs)
- 9:30-15:30 college hours (Academic year 21/22)
- Transport available if applied for telephone number is 01772 531597, or referral to trident travel training scheme can be made.
- Students are met at the college where necessary and escorted in.
- The college supports the Lancashire travel training scheme whereby pupils complete an independent travel training program to allow them to travel on public transport independently to college.

Lunchtime socialisation and support:

- Morning supervision before lessons with breakfast club for those who would like to access food and a brew before sessions
- Supervised lunchtimes
- Lunchtime activities include, Sensory Room, IT Suite, Social Spaces, Sports Activities, Self-Improvement

Clubs, and Student Podcast group

- Opportunities to talk to staff regarding any issues or queries

In General:

- Learner support needs are detailed in their individual plans and built into the lesson planning, with specific support needs addressed e.g. additional resources, specialist equipment, specific differentiation, varied learning styles, additional time etc
- Sensory options in classrooms to allow for the need of
- Visual timetables and resources
- All classes have 1 teacher and 2 support per group of 10 students. Additional support placed in classroom according to need as detailed in EHCP.

Further information:

- Enrichment offers currently are: - Football with Preston North End, Cooking/Baking, Art, Gym, board games club.
- Current work-related learning offers are: - Gardening, helping others, hospitality, Royal Preston Hospital for work familiarisation, chaplaincy, in house shop ran by our students.

Thoughts of the college from personal experience and former pupil comments...

Graded level of support for pupils in social times means those able to can be independent and those who need the support and supervision can also enjoy

unstructured times safely.

They have recently converted their food tech room into a bed sit therefore allows pupils to experience life skills in a more realistic way

In many ways it is similar to the scaffolding we provide for learners here at Astley Park with the natural step of progression on life's journey.

Friendly, knowledgeable and approachable staff

Modern, clean environment.

Bespoke transition to ease pupils in and reduce anxiety.

Open Days

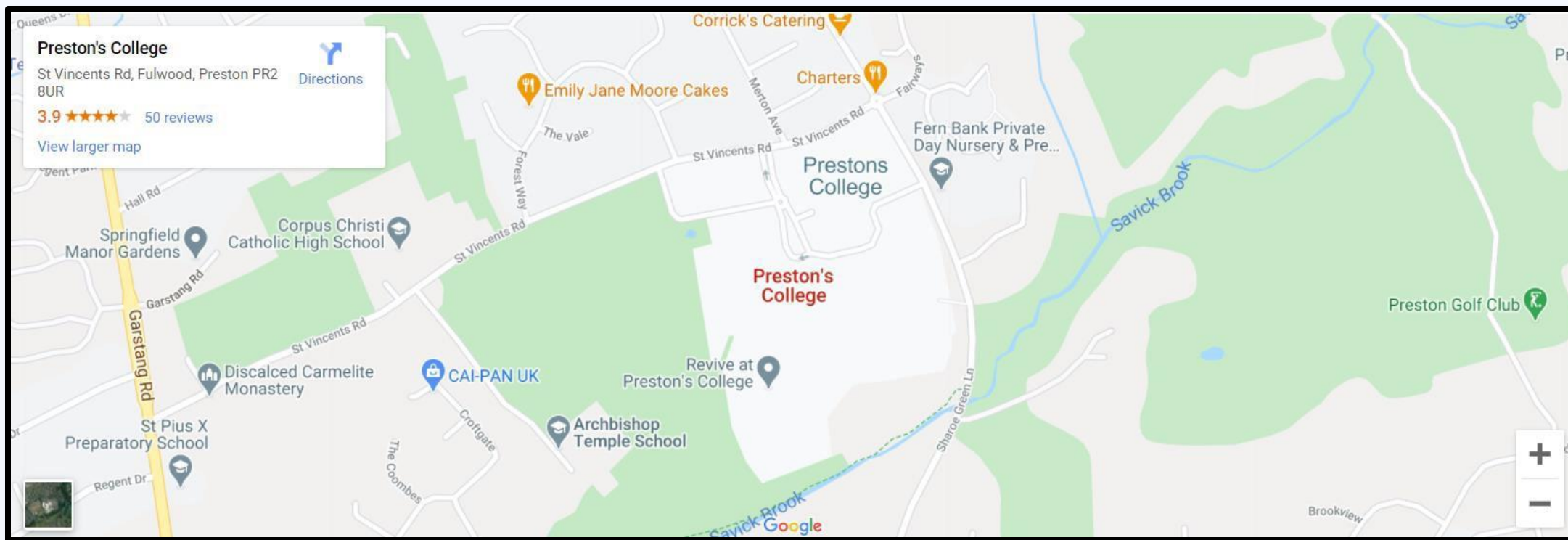
- Saturday 5th October 2024 - 10am-1pm
- Saturday 9th November 2024 - 10am - 1pm
- Saturday 1st February 2025 - 10am -1pm



Video of information for Foundation Learning

<https://www.youtube.com/watch?v=wHUExyumzhk>

Link to Foundation Learning - <https://www.cardinalnewman.ac.uk/school-leavers/foundation-learning/>



FOUNDATION LEARNING

 **Duration:** 2 years

Foundation Learning courses are available to learners with Educational Health Care Plans and learners with Special Educational Needs. Courses are delivered by the School of Visual & Performing Arts and the School of Construction & the Built Environment at Preston College.

Foundation Learning courses aim to ensure that learners work to achieve targets in areas of vocational/academic learning, employment or social outcomes, and become as independent as possible. Courses usually last up to three years, but can vary as they are bespoke for each individual. Regular reviews take place to ensure that learners are on track to achieve their goals. Learners can enter or leave the programme at any point according to their individual aspirations and needs.

WHAT WILL I LEARN?

Areas of study available include:

- Introduction to Creative Arts & Wellbeing (Entry 2)
- Art, Design & Media (Entry 3, Level 1)
- Performing Arts (Entry 3, Level 1 and Foundation Level 2)

ENTRY REQUIREMENTS

You will need to attend an individual interview with the College's transition officers.

WHAT CAN I DO NEXT?

Progression opportunities may include:

- Employment- paid or voluntary work
- A supported internship, such as with Project Search
- Improved social outcomes, such as independent living
- Further vocational study at Level 2

WHAT WILL I LEARN?

Classroom activities are designed around these focus areas: Team Building, Workplace Safety, Technology, Maintaining Employment, Self-Advocacy, Financial Literacy, Health and Wellness, and Preparing for Employment.

Through completing a series of three targeted internships you will acquire competitive, marketable and transferable skills to enable you to apply for a related post. You will also build communication, teamwork, and problem-solving skills which is important to your overall development as a new worker.

ENTRY REQUIREMENTS

- 16-24 years old with EHC Plan
- Appropriate personal presentation, social and communication skills
- Ability to listen and learn new skills
- Willingness to independently access public transport
- Desire to work
- Family support

WHAT CAN I DO NEXT?

As this is your last year of education the ultimate goal is for you to gain employment and start the next chapter of your life.

IS THERE ANYTHING ELSE I NEED TO KNOW?

The College runs inclusive shows and there are opportunities to take part in trips and events including residential trips to London and New York.

Additional costs may include:

- Kit (Bursaries may be available) :
- Performing Arts – Uniform Hoody/ T shirts/ stationary
- Art Design and Media – Art materials/memory stick

Enrichment opportunities include:

- Sing and sign
- Communication workshop
- Fitness
- Football

Environment and Support

Noise levels: Small classes usually eight to twelve. The Creative pathway course is based in the performing arts building and construction pathway is in a purpose built building on the other side of the college.

Safeguarding: There is a Designated Safeguarding Lead in all areas of the college. Within the discreet provisions, the last session of every day is enrichment and is fully staffed in. 1:1 ratios and during free time/ meet and greet etc (if required, even those with independent travel.) Therefore there is plenty of staff on hand to co-ordinate the end of day routines. Buildings are not secured and are open to movement in and out.

Regulation strategies - classrooms are planned with the EHCP of every learner in mind. The pathways lend themselves to sensory regulation in a natural way. Regulation is always socially acceptable for the age of the student.

Navigation:

Support staff allocated for EL1 - 3 and they are always around the discreet group to help them but also to support independence. Buddy system of EL1 with EL3 to navigate around the buildings and surrounds if required.

Total Communication: Timetables are created using communication in print and supported using Makaton. Resources created in CIP as required.

Loop System: There is a loop system in the main building but not in the discreet provision buildings. This is something that is being looked at going forward.

Hygiene Facilities: There is a hoist in the main building and is accessible from both the construction and performing arts buildings.

Lunch time socialisation and support: The discreet provision runs lunch at 12.05, half an hour before the main college. This allows for students to experience the restaurants without the hustle and bustle of the mainstream students. This creates a quiet and essential learning experience which promotes independent living skills.

RMP/PHP/LSP: The college do not use physical interventions. They will initially take the school LSP and then amend as required to meet the needs of the student within new environment.

Care Plans: Again- care plans are taken from the school, especially for the first few months.

ASD Transition: Initially, staff attend both the school and the student's home. Once the student is able to recognise the member of staff, the student begins to visit the college. The transition is bespoke and is as long or as short as the student needs it to be. The High Needs Team arrange the transitions in conjunction with school and the family. High needs team include Richard Greenwood, Maureen Dickson and Joanne Cribb.

Promoting Independent Travel: Students where appropriate are encouraged to travel independently. A buddy system with EL3's can be arranged to support them throughout their travel time. Students who are not identified as being able to travel independently, or escorted to and from Transport (as they are with the school.)

ASD Experience: There are lots of students with ASD in the college. The curriculum lead is highly skilled in ASC and delivers up to date and relevant training to all staff involved with these students.

Medical training: Any new students enrolling in college will be assessed based on the EHCP and fully trained staff will be in place in readiness for the beginning of the college year that they are attending.

Behaviour Management: Staff work with parents and carers to create positive behaviour plans but initially will use the documentation supplied by school.

Pastoral Duties: The High Needs co-ordinator is Pastoral Needs Lead for the discreet provision. Allocated learner support coaches are allocated to learners and meet with them for at least an hour a week. This could be split into time slots over different days

Finally...

On the high street...

Once the students have progressed into vocational studies, work experience is offered on site in the businesses in the avenue at the college itself.

The One shop - shop

The Job Zone

Revive - beauty and hair salon

Sports centre.

For Food...

Food court, snack attack, Balcony Bar, Starbucks. - all students with above 90% attendance can access a complimentary healthy breakfast from the food court every day during term time.

Student services: welfare, benefits, personal difficulties, counselling, safeguarding, mentoring.

Other facilities: Common room in the Performing Arts block has just been built and is a bespoke space created to promote independent living skills. Resources at Preston College are all of a professional standard, including the TV studio, dance studio and the workshops.

*College day is 9.15 -
4.20pm, 3 days a
week.*

CONTACT: Sara Hartigan is the Curriculum Leader for Foundation learning.

shartigan@preston.ac.uk

Next College Open Sessions

Wednesday 22nd October 2024 - 4pm - 7pm
Saturday 2nd November 2024 - 10am - 2pm
Thursday 6th March 2025 - 4pm - 7pm





What Runshaw College has to offer

- Class sizes around 8 -10 - This can increase to 11 by the third year.
- Progression routes once 19 yrs (Adult): In the second year of college students undertake a work experience at Chorley hospital. Many of the students have gone on to do further volunteering or getting a job at the hospital from this experience. In year three of college students complete OCR Life and Living Skills qualification. The units we choose depend on the cohort of learners so it is different every year to meet learners needs. This year we have included some basic food preparation, food hygiene and safety, getting to a destination safely, personal safety in the home , healthy living and ICT.
- Number of days/hours available: four days in a week. on the fifth.
- If learners are more independent they can attend whole college enrichment activities that are not support by foundation learning staff on the 5th day.
- A rough guide of times for the college day: three days approximately 10:10 start with a 2:30 finish on the fourth day potentially a 9:30 start with a 1:30 finish.



What Runshaw College has to offer

For Foundation Studies, they need to come in with Entry Level 1 and work towards Entry level 2. If learners complete EL3 they can progress onto other courses, on Foundation Learning or across college, or they can apply for a supported internship.

Foundation learning Entry Level 2-3 is accredited by OCR living and life skills. Level 1 and above is accredited by Pearson Edexcel Future skills. Students working at EL3 can bridge across to vocational level 1 courses.

Students continue with Maths and English.

English – Students work towards Entry Level 2 or 3 in English and once they have passed Entry Level 3 – they move onto the GCSE course.

Maths – Students that have achieved Entry Level 3 Maths will move onto the Pearson Edexcel Numbers and Measures qualification at level 1 or 2, before then moving onto the GCSE Math course.

Lots of enrichment qualifications including Duke of Edinburgh, Sign language and first aid skills.

What Runshaw College has to offer

- A team of Specialist Inclusive Learning Tutors offering personalised 1:1 Specialist Tutorials, to ensure teaching is at the correct level and pace for you.
- A quote from Ofsted: 'Runshaw has been Outstanding for 20 years. Learning really is at the heart of things and individuals are too. You empower your students here'.
- A curriculum linked to preparing students to achieve successful long-term outcomes in adult life.
- An outdoor gym area for pupils to access. Sensory cycles placed around the campus.
- Four designated classrooms mixed in a mainstream environment which is on the opposite side of the campus to the SEN study area.
- Care plans on your child's EHCP will be followed.
- Other facilities on offer: On site indoor gym, outdoor gym, several sports clubs, radio presenting areas, clubs, Duke of Edinburgh, enrichment. There is a quiet eating area, a library with specific SEN area with books of interest
- Promoting independent travel: Most students at the college travel via Runshaw College buses. These require bus passes to use this method. All the students either get dropped off by parents, walk, cycle or get a taxi. College will support applications for taxis and bus passes within the student services area.



What Runshaw College has to offer

Experience with ASD: The staff have general experience.

- Medical training (Epilepsy, medication, Personal care etc....): Staff have standard first-aid, no rescue meds training for epilepsy. Staff have mentioned that with enough warning they would be prepared to train for certain procedures such as epilepsy and rescue meds. No member of staff is medically trained. Staff can supervise stoma bags being changed but cannot change them.
- Behaviour Management – de-escalation, Team Teach & policy: General college behaviour policies already in place. Standard is no tolerance of violence.
If pupils/students are absent regularly they could potentially lose their place on the course. The courses require a certain level of time commitment that is recorded using a scanning system within the college.
- Pastoral Duties/ Mentor/Key Worker: Within the college there is a student support unit which helps pupils/students with finance advice. In student services there is also an area where students can get advice about counselling or other meaningful intervention external to the college.
- All students are allocated a personal tutor/key worker.
- Counselling: Counselling is an option for anyone within the college who requires it, except those that are already receiving external counselling services.



Open Days

Saturday 16th November 2024 10-2pm
Wednesday 22nd January 2025 4.30-7pm

Runshaw Sixth Form College hosts three Open Events a year, with great activities and experiences at each one! They take place at the Leyland Campus. (One has already taken place.)

Registration for the open days will be online
at: <https://www.runshaw.ac.uk/apply-now/>

The college runs after college tours 4.10-5pm every day. Please email tours@runshaw.ac.uk if you would like to book one.

Useful Contacts

Karen Wells (Deputy Head)– Astley Park

wellsk@astleypark.lancs.sch.uk

Inclusion Service -Lancashire County Council

01772 531 597

Inclusion.South@Lancashire.gov.uk

The Information, Advice and Support (IAS) Team.

0300 123 6706

information.lineteam@lancashire.gov.uk

Cardinal Newman College

Head of foundation Learning - Lisa Kirkman

lkirkman@cardinalnewman.ac.uk

01772 460181

Mayfield College

Ian Dickson –Head

Teacher office@chorleymayfield.lancs.sch.uk

[sch.uk](mailto:office@chorleymayfield.lancs.sch.uk)

01257 263063

West Lancashire Community School

Lee Fazakerley – Head Teacher

head@westlancs.lancs.sch.uk

Preston College

College/School Designated contact: Sara Hartigan

shartigan@preston.ac.uk

Course Enquiries/ General switchboard: 01772 22 50 00

Runshaw College

College/School Designated contact: Karan

Bamber bamber.k@runshaw.ac.uk

Course Enquiries: 01772 642040

Myerscough College

Head of Foundation Learning –Barry

Sherriff 01995 642222

bsherriff@myerscough.ac.uk

Craig Dudding -Transitions Advisor

01995 642222 ext. 3301

cdudding@myerscough.ac.uk

The Coppice

Sarah Seddon– Head

Teacher [01772 336342](tel:01772336342)

enquiries@coppice.lancs.sch.uk

Sir Tom Finney Community High

Sean Dukes - Head Teacher

01772 795749

Supported Internships



Supported internships are a great opportunity to improve the life chances of young people with SEND by supporting them into sustained, paid employment. Achieving paid employment not only brings young people financial independence, but it can be key to:

- building confidence and self-esteem
- increasing health and well-being
- gaining friendships and a social life

There are also benefits for the economy, employers, families, the local community and wider society.

Supported interns are in full-time education and their supported internship work placements are part of their course. There is no legal requirement or expectation that the supported intern will be paid. Supported internships are exempt from the National Minimum Wage regulation.

Supported internships last for a minimum of 6 months, and up to a year.

Supported Internships:



Supported internships are specifically for young people with an EHC plan, and as such, they are expected to require a different level of support compared to a trainee or apprentice. They will have a job coach to support them in their workplace learning. Most of your learning at work and some in college.

To be eligible you need to have an education, health and care (EHC) plan.

You can find out about supported internships from:

- School
- College
- Your social worker or transition worker
- Job Centre Plus.

Further information about what supported internships are is available:

<https://www.gov.uk/government/publications/supported-internships-for-young-people-with-learning-difficulties/supported-internships>

Supported Internships – more information



<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/young-people-and-adulthood/project-search/>

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/young-people-and-adulthood/supported-internships/>

Talk to your teacher / Careers interview / Aspirations discussion during year 9 or 10 review meeting.

SUPPORTED INTERNSHIP – DFN PROJECT SEARCH

Last Updated: 27-02-23

The Supported Internship is an academic year-long programme designed for young people aged 16-24 with an Education, Health and Care Plan, transitioning from education to paid employment. DFN Project SEARCH is a collaboration between Preston College, Lancashire County Council, Lancashire Constabulary and Hft.

The goal for each intern is to gain paid employment of 16+ hours a week. To reach that goal, the programme provides real-life work experience placements within Lancashire County Council **or** Lancashire Constabulary. This is combined with onsite daily classroom sessions in employability and independent living skills, to help young people with learning disabilities and autism spectrum conditions make successful transitions to a productive adult life.

Feedback:

We would really appreciate your thoughts on this evening.

We will send all the information shared in this meeting via

EduLink and also a short survey.

Please complete the survey so we can further improve the way we support our learners and families through this crucial stage.

[College Information session 2024 2025](#)

Please feel free to discuss any of the information with your class teacher.

Any Questions??

