



Preparing for Adulthood [Careers] Policy

Introduction

The intent of our whole school curriculum is to ensure our pupils develop the necessary knowledge, skills and attitude to live fulfilling lives. Preparing for Adulthood [Careers] is an important aspect of this intent.

The whole school curriculum at Red Marsh School has been **designed to reflect the six identified context of our school this includes the unique needs of our pupils** all of whom have learning difficulties (see our whole school curriculum policy)

Our curriculum design identifies the specific knowledge, skills and attitudes required for our pupils to leave school and led fulfilling lives as adults in the community.

The identified knowledge, skills and attitudes required to meet our whole school curriculum intent

Personalised Understanding and Knowledge	<ul style="list-style-type: none"> • Knowledge of self-physical development, healthy and safe living • Knowledge of others- positive relationships, moral and social understanding • Knowledge of the world -Community including faith (spiritual),the world and technology • Specific Intellectual Knowledge -Learn to learn strategies and mathematical and literacy skills • Knowledge of expressive arts and design
--	---

Personalised Skills	<ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Physical and /or Sensory • Independent and stay safe • Personal Social and Emotional
-------------------------------	---

Personalised Attitudes	<ul style="list-style-type: none"> • Resilient • Positive and Hard Working • Self Confidence • Tolerant and understanding • Curious
----------------------------------	--

Destination pathways

The skills, knowledge and attitudes identified have been selected to ensure our pupils leave school able to live fulfilling lives on each of our destination pathways. Preparing for Adulthood [Careers] focuses on preparing students to follow pathway C.

- C) In employment, further study or training- preparing students for the next stages in their lives

In designing our Preparing for Adulthood [Careers] curriculum we have ensured it includes following the 8 Gatsby Benchmarks; (see page 3).

Intent of our Preparing for Adulthood [Careers] curriculum

Our Preparing for Adulthood [Careers] curriculum enables our pupils to develop the following knowledge, skills and attitudes necessary to ensure they are prepared for the next stage of their life.

1. Pupils knowledge and understanding includes:
 - **Knowledge of self;** healthy and safe living
 - **Knowledge of others;** positive relationships, moral and social understanding
 - **Specific Intellectual Knowledge;** Learn to learn strategies and mathematical and literacy skills
 - **Knowledge of;** employment, further study or training preparation

2. Pupils develop skills in the following areas:
 - Communication and Interaction
 - Independent and stay safe
 - Personal Social and Emotional

3. Pupils are helped to develop the following attitudes:
 - Resilient
 - Positive and Hard Working
 - Self Confidence

In addition, Preparing for Adulthood [Careers] also helps pupils to become tolerant and understanding.

Curriculum Phases

Our curriculum is split into three phases and all phases contribute to Preparing for Adulthood [Careers]:

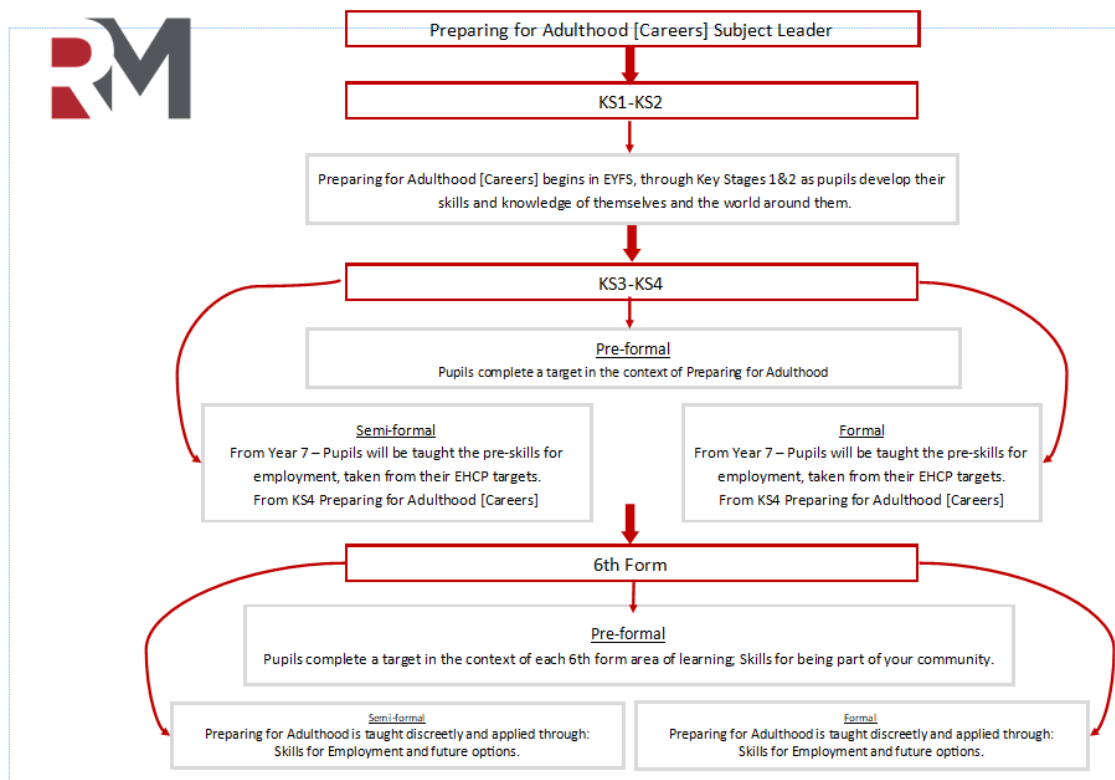
- EYFS (pupils aged 2-5)
- Key stage 1-4 (pupils aged 5-16)
- Sixth Form (pupils aged 16-19)

Preparing for Adulthood [Careers] Curriculum Schemes of Work

The Preparing for Adulthood [Careers] curriculum is split into two schemes of work

- 1) **The content scheme of work** – This ensures our pupil's entitlement to a broad, balanced, stimulating and an aged appropriate curriculum discrete teaching begins in Key Stage 3.
- 2) **The skills/knowledge scheme of work** – This scheme of work ensures pupils have a personalised route through a sequenced set of skills/knowledge matched to their developmental level. See table below

Differentiated skills/knowledge scheme of work



Implementation

We aim to achieve our curriculum intent by providing fantastic teaching and learning in an environment where everyone is cared for, valued and respected. (Mission Statement)

We also ensure the following values underpin everything we do:

- Learn** - being active learners
- Care** - caring and valuing everyone
- Challenge** - doing our very best
- Share** - sharing equally and openly

Specific Pedagogy

Preparing for Adulthood [Careers] is always taught as part of our stable careers programme and includes;

- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

Progression of skills and understanding

Pre subject specific learners STEP 1 to STEP 7

In the context of Preparing for Adulthood [Careers] lessons pre subject specific learners will develop their individual skills and understanding as outlined in their EHCP or identified skills necessary to develop pupils' pre subject specific skills.

Pre subject specific skills are important skills necessary for Preparing for Adulthood:

- Communication interaction
- Cognition and learning - These skills are developed across the whole curriculum and are assessed using our bespoke STEP 1 to STEP 7 assessment grid.
- Social, emotional development including independence and self-help
- Physical and sensory.

These pre subject specific skills are developed across the whole curriculum. The tally identifies that these pupils have developed their skills as part of Preparing for Adulthood.

Semi-formal and subject specific learners

Semi-formal and subject specific learners develop Preparing for Adulthood [Careers] skills and knowledge that are matched to individual need. This is achieved by teaching skills and concepts according to the progression outlined in the Preparing for Adulthood curriculum. Individual EHCP outcomes may also be taught through the Preparing for Adulthood [Careers] curriculum, especially for Key Stages 3 and 4 pupils and sixth form students.

Structure of delivery

Preparing for Adulthood [Careers] begins in EYFS, through Key Stages 1&2 as pupils develop their skills and knowledge of themselves and the world around them. In Key Stage 3 Preparing for Adulthood [Careers] is focused on the further development of independence skills.

Key stage 1&2 – Preparing for Adulthood [Careers] begins in EYFS, through Key Stages 1&2 as pupils develop their skills and knowledge of themselves and the world around them, and begin to develop employer ability skills .

Key stage 3&4 – Preparing for Adulthood [Careers] teaching and learning is delivered as part of Preparing for Adulthood [Careers] lessons which are differentiated to meet individual need. Skills and knowledge may be reinforced across the curriculum where appropriate. Pupils continue to develop their employer ability skills.

Sixth Form Department – Preparing for Adulthood [Careers] teaching and learning is taught discreetly in the Sixth Form department.

Impact

Impact of the Preparing for Adulthood [Careers] curriculum is measured through:

- Qualitative data regarding students readiness for their next stage of their life journey
- Destinations data
- Analysis of EOKS targets linked to Preparing for Adulthood
- Qualifications in English, mathematics, Personal and Social Development [PSD] and Personal Progress [PP]

Introduction

This document sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 7-14 are entitled:

- to find out about Post 16 and Post 19 options, as part of their ECHP Review Meeting.
- to hear from a range of local providers about the opportunities they offer, through school Opportunities Fair, Careers Fairs at other special schools, assemblies, group discussions and taster modules at local colleges.
- to be supported to make applications for a Post 19 college course.

Management of provider access requests

A provider wishing to request access should contact Nicola Cropper, Preparing for Adulthood [Careers] Subject Leader

Email: n.cropper@redmarsh.lancs.sch.uk

Red Marsh School
Telephone: 01253 868451

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the subject leader so that they can be displayed in the Sixth Form.

For more details see Provider Access Policy Statement