Meadows Structured Careers Programme

Updated January 2022

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| Gatsby Benchmark | Pre-formal | Semi-Formal | Formal |
| **Stable careers programme** | Through exploration of different sensory experiences, songs, massages, objects of reference.  Christmas Enterprise sale for the whole school to purchase products made by individual class groups.  Random acts of Kindness week  Individualised EHCP targets which have been chosen to support individual student’s needs and aid their Cognition and learning, speech, Language and Communication, social and emotional well-being, Independence and Physical and sensory needs.  National Careers Week – A whole school timetable to explore the world of work/ Situated in the teachers section on website.  This is an opportunities for young people to explore careers through:-  Off site visits, visitors to the school, sensory experiences, role-play, online support. | Virtual Fayre – students complete activities and sell them through the website, activities such as clothes sales, Christmas fayre.  Christmas Enterprise sale  National Careers Week – visitors come to the school to share their work with the young people – animal man 2022 to explore working with animals and what is involved.  Random acts of Kindness week.  EHCP discussion around aspirations  Identified Transition days  Activities to support pupils in the development of the interpersonal skills, qualities and attitudes that will be needed throughout life  Individualised EHCP targets which have been chosen to support individual student’s needs and aid their Cognition and learning, speech, Language and Communication, social and emotional well-being, Independence and Physical and sensory needs. | Virtual Fayre  Christmas Enterprise sale  National Careers Week – visitors come to the school to share their work with the young people – animal man 2022 to explore working with animals and what is involved.  Random acts of Kindness week  1 to 1 session with Pam Brown career advisor  EHCP discussion around aspirations  Pam Brown to meet with families to discuss pathways available post 19.  Arranged transition on 1.1 basis.  Asdan PSD Employability modules  To provide pupils with well-rounded and broad experiences of the ever-changing world of work though class activities and external visits  To foster a sense of ambition and determination to motivate pupils to live as independently as possible.  Individualised EHCP targets which have been chosen to support individual student’s needs and aid their Cognition and learning, speech, Language and Communication, social and emotional well-being, Independence and Physical and sensory needs. |
| **Learning from Career and Market information** | PSHE sessions planned to tailor needs incorporating-  Sensory walks  Sensory experiences nature, walks, role play, experiences People that help us  In class work experience  Theme Days e.g. Eco Bus  Annual Reviews – All targets reviewed with all professionals and parents to review students’ academic progress in all areas.   * 1. Career guidance sessions   Parent session- coffee morning and parent evenings | PSHE – People that help understanding relationships and managing different relationships in a safe and appropriate way.  Internal Work experience opportunities.  OCR Accreditation- individual modules tailored to meet the needs of the individual needs.  Volunteering work within school and off site.  Annual Reviews All targets reviewed with all professionals and parents to review students’ academic progress in all areas.   * 1. Career guidance sessions   SEND LMI toolkit - [Your Future Black Country – Shape your future](https://yourfutureblackcountry.com/)  Role-play activities relating to different work settings to allow student to experience different situations they may come across in real life. | Internal and offsite work experience  **Asdan PSD** Community action, Preparation for work, managing own money. Developing independent living skills.  **Life skills Challenge** Volunteering, work experience, people that help us.  PSHE – understanding and identifying people who can help us.  Understanding through research and role-play relationships with other people.  Annual Reviews All targets reviewed with all professionals and parents to review students’ academic progress in all areas.  1-1 Career guidance sessions  SEND LMI toolkit - [Your Future Black Country – Shape your future](https://yourfutureblackcountry.com/)  Role-play activities relating to different work settings to allow student to experience different situations they may come across in real life.  visits or guided tours of workplaces |
| **Addressing the needs of each pupil** | Reviewing and setting appropriate Yearly EHCP targets which have been chosen to support individual student’s needs and aid their Cognition and learning, speech, Language and Communication, social and emotional well-being, Independence and Physical and sensory needs.  Regular meetings with Careers Advisor PB  Transition meetings between staff  On site Muliti-agency support to aid with communication, physio etc.  Individualised Class Jobs completed daily to support running of class.  Personalised sensory boxes and sensory world of work experiences with tactile items relating to specific jobs to encourage exploration of work and the world they live in.  Evidence for learning – This is an online program. The, individual, student’s learning is recorded by staff. Staff then record evidence through work, videos and photo. Parents are able to access and review their child’s learning and progress.  Individualised home/school diaries to enable daily communication to parents. | Reviewing and setting appropriate Yearly EHCP targets which have been chosen to support individual student’s needs and aid their Cognition and learning, speech, Language and Communication, social and emotional well-being, Independence and Physical and sensory needs.  Termly targets from class teacher and evidenced on evidence for learning.  Meeting with Careers Advisor PB  Transition meetings between staff In  Muliti-agency support  Internal jobs supported by key worker  Vocational Profile – This is a profile completed by the student to enable then to share their hopes and dreams for the future as well as what things they like/ dislike for college and employers.  Travel training – developing student’s independence and life skills through completing activities on a daily basis, incorporating how to keep themselves safe through work, ICT, and on a day-today basis.  Evidence for learning – This is an online program. The, individual, student’s learning is recorded by staff. Staff then record evidence through work, videos and photo. Parents are able to access and review their child’s learning and progress.  Individualised home/school diaries to enable daily communication to parents. | Reviewing and setting appropriate Yearly EHCP targets which have been chosen to support individual student’s needs and aid their Cognition and learning, speech, Language and Communication, social and emotional well-being, Independence and Physical and sensory needs.  Meeting with Careers Advisor PB  Transition meetings between staff  Muliti-agency support  Social worker  External Enterprise advisors  Employer engagement  Vocational Profile  Travel training -Travel training – developing student’s independence and life skills through completing activities on a daily basis, incorporating how to keep themselves safe through work, ICT, and on a day-today basis  Evidence for learning – This is an online program. The, individual, student’s learning is recorded by staff. Staff then record evidence through work, videos and photo. Parents are able to access and review their child’s learning and progress.  Individualised home/school diaries to enable daily communication to parents. |
| **Linking curriculum learning to careers** | Access to Web site yourfuture.blackcountry.blackcountry,expo  Experiences in and around school. Sensory walks, sensory experiences, sense of smell,  Nature walks.  Off site visits.  School website.  Sensory World of work experiences  Enterprise Activities  Role play activities – different work scenarios – real world play  Curriculum themes link to the world of work | Access to Web site yourfuture.blackcountry.blackcountry,expo  Staff to support student’s engagement in researching jobs, preparing for interviews and understanding the world of work through practical sessions and support of internet.  Support from connections Pam Brown.  School website. Which will have a range of information for the students to explore alongside their parents.  Whole-school teaching and learning focuses on the relevance of subjects to everyday independent living, future learning and leisure, livelihood planning and employability skills  Through Maths – learning about time management and finances (managing money and a budget)  English for self-presentation, telling your own story and writing occupational information, profiles and application forms.  PSCHE for self-care, building safe relationships, assertiveness, negotiation, managing stress and emotional intelligence  Working on Modules within OCR and Asdan, which include catering for producing food at home or in a catering environment.  Participating and experiencing Mini Enterprise projects around the school. What is involved to run a small business in preparation for work. Working in a team and alongside others.  Role-play activities – different work scenarios – real world play to learn how to deal with real life situations.  Trips to different places such as shops, restaurants, cafes to experience real life situations.  Curriculum themes link to the world of work – working on project/modules regarding the world of work- understanding through role-play, research what is involved regarding employment for the future. | Access to Web site yourfuture.blackcountry.blackcountry,expo  Staff to support student’s engagement in researching jobs, preparing for interviews and understanding the world of work through practical sessions and support of internet.  Researching colleges and visit to colleges, careers books.  Researching apprenticeships – what are they? How do I get involved? Whom I can speak too?  Whole-school teaching and learning focuses on the relevance of subjects to everyday independent living, future learning and leisure, livelihood planning and employability skills  Through Maths – learning about time management and finances (managing money and a budget)  Earning money through jobs.  English for self-presentation, telling your own story and writing occupational information, profiles and application forms.  PSHCE for self-care, building safe relationships, assertiveness, negotiation, managing stress and emotional intelligence  Internal and offsite work experience  **Asdan PSD** Community action, Preparation for work, managing own money. Developing independent living skills.  **Life skills Challenge** Volunteering, work experience, people that help us.  PSHE – understanding and identifying people who can help us.  Understanding through research and role-play relationships with other people  Mini Enterprise projects – food preparation/ shop sales.  Vocational qualifications – These are completed through Asdan life skills challenges as well as PSD.  College visits – such as Animal care or other vocations  Curriculum themes link to the world of work – working on project/modules regarding the world of work- understanding through role-play, research what is involved regarding employment for the future.  Role-play activities – different work scenarios – real world play to learn how to deal with real life situations. |
| **Encounters with employers and employees** | Pre covid Assemblies – Guest speakers.  On line support website.  Muliti-agency professionals visit such as physios, speech and language therapies, occupational health.  Offsite educational visits to different places of work.  People that help us in the community – experiencing encounters/experiences with different people who help us from Internal and external Staff. | Assemblies – Guest speakers  Muliti-agency professionals  Working with Non-teaching staff  Offsite educational visits to community settings.  Yearly visit to Careers Fayre NEC  WBA foundation visiting school and offering experiences offsite.  Community outings to visit different places which students may like to work.  PHSE- working on people who can help us. How to form positive relationships with others as well as in the wider world. How to manage difficult situations through social stories and role-play activities.  Careers week, exploring working and helping the community. | NHS Black Country Partnership  WBA foundation  Visits to Colleges  Residential trips to a working hotel  Careers Fayre NEC  Online work experience Workshops  Community outings  Mock interviews completed as part of the Asdan life skills challenges. This is to introduce and preparation for college interviews for a paid employment or voluntary work.  PHSE- working on people who can help us. How to form positive relationships with others as well as in the wider world. How to manage difficult situations through social stories and role-play activities. |
| **Experience of workplaces** | Guest Speakers on Theme days  Looking at websites.  Onsite work experiences with through practical experiences.  Sensory World of work experiences – exploring world of work through sensory experiences and staff modelling. | Onsite work experiences with identified professionals from whole school.  Offsite work experience Allotment and canal trust  Mini enterprises for Asdan and OCR.  Class Jobs – All individual classes have class responsibilities to enable the young people to complete jobs and have responsibilities. | NHS Black Country Partnership 3 Jobs roles (Front of house, Catering, Admin)  Weekly Class led work experience  Internal work experience  Links with enterprise advisors  Offsite visits to different work places  Black Country careers Hub work experience opportunities  Class Jobs - All individual classes have class responsibilities to enable the young people to complete jobs and have responsibilities. |
| **Encounters with further or higher education** | Families supporting homework.  Parents views in regular questionnaires.  School website support for all.  School offer tour to all families to meet key staff and all the departments across school.  Information about social care settings  Career fair/Transition Fair  [Black Country Careers Expo (blackcountrycareers-expo.co.uk)](https://blackcountrycareers-expo.co.uk/)  Christmas Fayre – Students create crafts, which they advertise and see to /staff/parents/visitors as part of mini enterprise project.  Whole school Prom – Yearly event to celebrate achievements as a school community. | Families supporting homework.  Parents views in regular questionnaires.  School website support for all.  School offer tour to all families to meet key staff and all the departments across school.  Information about social care settings  Christmas Fayre – Students create crafts, which they advertise and see to /staff/parents/visitors as part of mini enterprise project.  Whole school theme days’ Termly themes.  Transition days to Sixth Form  Whole school Prom – Yearly event to celebrate achievements as a school community.  Meaningful encounters with providers of inclusive apprenticeships, supported internships work-based training and further education, facilitated both in school and through off-site visits  Career fair/Transition Fair  [Black Country Careers Expo (blackcountrycareers-expo.co.uk)](https://blackcountrycareers-expo.co.uk/) | Weekly placements Sandwell College for identified students.  Taster / workshops/ Visits – Walsall Dudley.  Meaningful encounters with providers of inclusive apprenticeships, supported internships work-based training and further education, facilitated both in school and through off-site visits  Career fair/Transition Fair  [Black Country Careers Expo (blackcountrycareers-expo.co.uk)](https://blackcountrycareers-expo.co.uk/)  Whole school Prom – Yearly event to celebrate achievements as a school community. |
| **Personal Guidance** | The whole school, Head teacher, SLT, teachers, HTLA’s LSP’s  Eileen Pace, Ashley Furness, Tina Chance.  Vicky O’Connor Senior Enterprise Coordinator ( Leading on SEND/AP) **Black Country Consortium Ltd**  **Pam Brown** Independent Careers Advisor | The whole school, Head teacher, SLT, teachers, HTLA’s LSP’s  Eileen Pace, Ashley Furness, Tina Chance.  Vicky O’Connor Senior Enterprise Coordinator ( Leading on SEND/AP) **Black Country Consortium Ltd**  **Pam Brown** Independent Careers Advisor  Vocational profile – a profile completed by the young person sharing their information. Likes/dislikes/hopes and dreams for the future. | The whole school, Head teacher, SLT, teachers, HTLA’s LSP’s  Eileen Pace, Ashley Furness, Tina Chance.  Vicky O’Connor Senior Enterprise Coordinator ( Leading on SEND/AP) **Black Country Consortium Ltd**  **Pam Brown** Independent Careers Advisor  Vocational profile – a profile completed by the young person sharing their information. Likes/dislikes/hopes and dreams for the future. |