

Preparation for Adulthood (Careers)

INTENT

What knowledge and skills pupils need to learn in order to keep their world's wide and to take advantage of opportunities, responsibilities in later life?

At Clifton Hill our Careers curriculum is referred to as Preparation for Adulthood to ensure that we can meet the needs of **all** students at Clifton Hill. We recognise that our student's Preparation for Adulthood programme is much more than just careers as a standalone section. Our curriculums are built around three guiding **aims**:

Keeping their world wide – we know something is going wrong when we see our student's worlds become smaller. The places they can visit may become more and more limited because of the barriers they face in accessing their communities. They may become more socially isolated due to anxiety or access challenges.

Our curricular, personalised strategies and the opportunities we offer must support our students and their families to keep their worlds wide.

Learn more to be able to do more – after leaving school our students deserve to have a future where they have a reason to get up every morning, that when they wake they have purpose because they have a place to go where they belong, have work/activities that engage, challenge and fulfil them. Our curricular must ensure they are able to enjoy new experiences, learn new skills and apply them at home, in work, at leisure and in their everyday lives.

What they can be is what they must be – All our curricular must offer broad opportunities for our students to ensure there are continuous learning opportunities in many different subject and developmental areas, and learning avenues that can take them down new and exciting pathways to ensure they can meet their full potential. Therefore, we can capture and promote the areas they excel and enjoy by ensuring the balance of learning opportunities meets their individual interests and needs.

To achieve these three aims, Preparation for Adulthood will include careers development (where appropriate) but for the majority of students, a purposeful future beyond Clifton Hill will include social and community inclusion, life skills, further education and/or residential/supported living.

Our 5 school values- Happiness, Curiosity, Confidence, Ambition and Companionship underpin our vision of what our students need to continuously work on in order to keep their worlds wide. Therefore the knowledge and skills needed for our students to learn is individualised to each student and for the majority of students they tend to have a very spikey profile and do not make progress in a linear way.

How has the subject content been identified as most useful – why have we chosen the topics we have selected?

Preparation for Adulthood is a fundamental process to Clifton Hill students and we begin to explore future pathways from Year 9 up until the students leave at year 14.

We have identified that the reference Preparation for Adulthood is much more meaningful and inclusive to all students at Clifton Hill. The terminology careers can become very overwhelming and in some cases disheartening for some of our families. By referring to careers development as Preparation for Adulthood we can plan, deliver and celebrate student's individual progress that

helps them be purposeful young adults, which will include aspects of careers, social and community inclusion, life skills, further education and/or residential/supported living. We have specific pathways within the school that help ensure the students are provided with opportunities towards their Preparation for Adulthood that is relevant and meaningful to the individual.

There are some curriculums that our students follow from Year 7 through to Year 14

For example:

- PSHE
- Food Technology
- Community
- Emotional Regulation

We have decided to continue to teach these skills throughout all of secondary because our students benefit from continuing the skills that they have learnt in order to prepare them for adulthood. We recognise that continuing the above curriculum areas can help support students to be as independent as possible and have learning opportunities for social interaction that enable students to access their communities and their wider worlds. Therefore, providing the foundations for a successful transition to Preparation for Adulthood whereby they can continue to make progress in their chosen pathway.

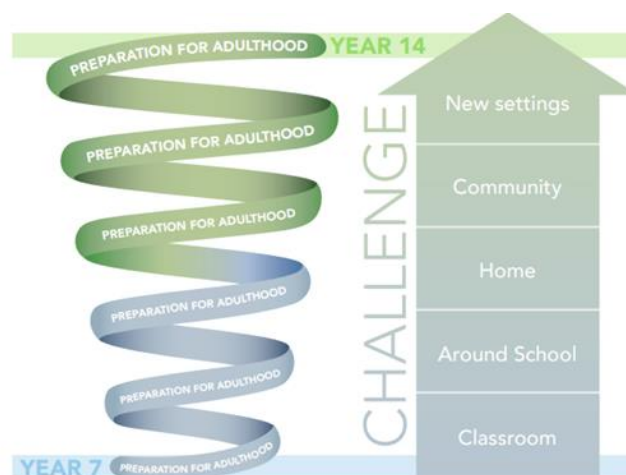
How does the curriculum build and what do pupils need to be able to do to reach those end points

We recognise the **Gatsby Framework** serves as a framework for world-class careers provision and has been adopted as part of the Government's Careers Strategy, statutory guidance for schools and guidance for colleges.

We have incorporated the **8 Gatsby benchmarks** into our Preparation for Adulthood programme and in addition updated the benchmarks to include all students who may be working towards a careers pathway or a social inclusion pathway.

We believe that students need to learn skills in their immediate environment before they can begin to consolidate and generalise skills in other environments. As you can illustrated in the graph below, for many of our students this is very challenging and this is worked on throughout Year 7 through to Year 14.

Our Preparation for Adulthood programme focuses on Lower school, Sensory School and Upper School with the challenge of developing these skills in the classroom first and then progressing onto community and new settings.



How is the curriculum planned and sequenced so that new knowledge and skills built on and what has been taught before?

At Key Stage 5, we carefully discuss with the students (if appropriate), the teachers and the families what pathway to Preparation for Adulthood we are going to be working towards for their Post 16 curriculum. Key stage 5 can be a very apprehensive time for families and we appreciate that some families are unsure if an educational/careers pathway or social inclusion pathway is best suited for the individual young person.

We aim to encourage as many opportunities within the community and new settings and try to ensure the content and skills are carefully assessed according to the needs and interests of our young people.

At Key stage 5 students build upon their skills that they have learnt within the class and school and have 2 programmes for Preparation for Adulthood (careers) development.

Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
PSHE, Food Tech, Community, Emotional Regulation					
			KS5 Sensory- Social and Community Inclusion		
			KS5 Upper- College and Work Experience Placements		

Students in Upper school have one day per week that they are off site engaging in either a college placement or work experiences placements. Our college short course placements offer experiences that we are unable to offer at school. For example, Animal Care, Construction, Media, Photography, Health and Beauty and Mechanics. College placements are excellent starting points for transitioning onto college and getting used to college environments and structures.

Upper school work very closely with our LA employability services to ensure we have high quality work experiences placements within our local community. We are supported by the employability services each week to ensure that we have qualified advisors to bridge the gap between school and employers and support employers to ‘carve’ out job specifications optimising maximum workforce for both our young people and the employers. Examples of our Work Experience placements have ranged from Tesco/Morrison’s Supermarket, Godstone Farm, Salvation Army Charity Shop and Elizabeth Court Care home. Work Experience placements are excellent starting points for students (where appropriate) to start thinking about and researching Labour Market Information, which is one of the Gatsby Benchmarks.

Students in Sensory School have bespoke sessions throughout the week with a range of different social and community inclusion projects or day centres. These are small group sessions that encourage our young people to experience activities in different environments with service users of similar age, needs and interests. Some of the day sessions attended can be drumming workshops, community allotment projects, Instrumental workshops, Life skill sessions and Companion Cycling.

These opportunities help build up a portfolio of what the young person’s interests are and thus help support and plan for a smooth transition on a social care pathway for their Preparation for Adulthood.

Students in Key Stage 5 use their new knowledge, experiences and skills taught to achieve accreditation and awards in **ASDAN** Personal Progress or Personal Social Development. These accreditations and awards can be further developed in the Post 19 provisions.

We also have a small number of students that meet the entry requirements for **BTEC Functional skills** in Mathematics and English. Again, this helps supports students awareness of the Labour Markey Information by researching what qualifications and entry requirements are needed for their desired further courses at Post 19 college level.

How the curriculum reflects our context by addressing gaps in pupils; knowledge and skills – how have we made sure the balance of the subjects is correct?

We continually assess the student's individual progress within the programme that they are participating in. We discuss their progress at regularly class and department meetings and discuss with the families at the students Annual Review. We are constantly observing to ensure each young person is showing interest in the session/course/experience and are they making progress according to the requirements and expectations of the providers.

Together we observe our students to ensure we can see our 5 school values Happiness, Curiosity, Confidence, Ambition and Companionship as we believe this is what our students need to continuously work on in order to keep their worlds wide.

Our curriculum reflects on being functional, meaningful and independency- thus keeping their worlds wide. Our curriculums are cross curriculum and can be embedded within their Preparation for Adulthood learning as well as class based learning.

We have regular communications with all or stakeholders to ensure the programmes are meaningful and all students participating are making the maximum amount of progress for the individual young person.

Our Transition and Annual Reviews are crucial in assessing and planning the best possible start for a life after Clifton Hill into adulthood- **and that looks different for every one of our students at Clifton Hill!**