

Careers Education and Work Related Learning

Five Year Transition Plan

Following our 5 Year Transition Plan the transition team undertakes a Vocational Profile with each student ready to transition from us to supported living or further education. This often informs the Work Related Learning and Enterprise Leader and Transitions Coordinator in selecting appropriate placements for the student to work towards their end goal.

The transition team liaises with families, students, care staff, Case Officers, Social Workers and teachers to plan their transition away from St. Joseph's in line with The Gatsby Benchmarks 3 and 8. The transition team shares information regarding educational opportunities and supported living placements and supports visits and applications to these establishments to see if they are appropriate for the young person.

	Activities	Supports	Timeline	Outcomes
KS4	Year 10 September-December: Transition discussed at AR to introduce planning ahead for education, supported living. Advise re Court of Deputieship. Parental Workshops on transition each half term	Enterprise Fortnight. January: Student 1:1 with WRL Leader to help arrange Internal WEX and hear students' views. Complete one page profile with student.	Student 1:1 with Transitions Team to review and arrange WEX for Year 11 to commence in September. July: Transitions Team to liaise with Class Teacher re progress and next steps. Ensure new teacher fully informed Choices and Decisions Day	Weekly Welfare meeting to track individual students. KS4 1:1s to be led by Transitions Co-Ordinator alongside teacher and therapist input
	Year 11 September-December: Student 1:1 with WRL Leader to help arrange alternative Internal WEX and hear students' views. Update one page profile with student. Transition discussed at AR Baseline students in Steps For Life database Parental Workshops on transition each half term	Enterprise Fortnight. Class to update Steps for Life data	June-July: Student 1:1 with Transitions Team to review and arrange Internal/External WEX for Year 12 to commence in September. July: Transitions Team to liaise with Class Teacher re progress and next steps. Choices and Decisions Day	Weekly Welfare meeting to track individual students. KS4 1:1s to be led by Transitions Co-Ordinator alongside teacher and therapist input
KS5	Year 12 Transition discussed at AR Student 1:1 with WRL Leader to help arrange alternative Internal WEX and hear students' views. Update one page profile with student. Teacher and Transitions Co-Ordinator to explore with parents and students possible options for next step after St. Joseph's. Parental Workshops on transition each half term	DHCP INTERIM meeting: Teacher to continue to explore with parents and students possible options for next step after St. Joseph's. Enterprise Fortnight. Class to update Steps for Life data	DHCP INTERIM meeting: Teacher to further explore with parents and students possible options for next step after St. Joseph's. June-July: Transitions Team to meet with Class Teachers to explore possible options and tailor to student. Also suggest skills to embed in personalised curriculum moving forward. Ensure new teacher fully informed Choices and Decisions Day	Chair of meeting to bring list of destinations. If parents do not attend, email/post this list home. Weekly Welfare meeting to track individual students. KSS 1:1s to be led by CS and Pathway Leaders. Use Independent Careers Adviser, Level 6 or above
	Year 13 Sept – Dec Transition discussed at AR Preparation for 1:1 meetings with parents, students, care and teachers Transition Co-Ordinator familiarising themselves with students Parental Workshops on transition each half term	January-April: Student 1:1 with Transitions Team showcasing possible options tailored to individual student (Planning meeting week beforehand). Pathway Leaders to make contact with parents to complete questionnaire and reflect on student's voice. April: Parents to start applying for colleges (support can be given via Pathway Leaders and Transitions Co-Ordinator). Enterprise Fortnight. Class to update Steps for Life data	April-July: Pathway Leaders / Transitions Co-Ordinator to make contact with parents and gain update on applications. Parents to attend open days/taster sessions with and without student. Parents to put names down at or supported living placements July: Transitions Team to liaise with Class Teacher re progress and next steps. Ensure new teacher fully informed Choices and Decisions Day	Initial planning meeting to include students Teacher and Therapists. Often parents will ask to attend too. Weekly Welfare meeting to track individual students. KSS 1:1s to be led by CS and Pathway Leaders Use Independent Careers Adviser, Level 6 or above. Transitions Co-Ordinator to write reports for Annual Reviews stating possible future destinations
	Year 14 Transition discussed at AR Student 1:1 with parents and Transitions Co-Ordinator to prepare for transition. Pathway Leaders / Transitions Co-Ordinator to make contact with parents to ensure options are being explored and transition plan in place and gain update on applications. Parental Workshops on transition each half term	DHCP INTERIM meeting: Student 1:1 with parents and Transitions Team to prepare for next steps Check transition progress Enterprise Fortnight. Class to update Steps for Life data	DHCP INTERIM meeting: Student 1:1 with parents and Transitions Team to check transition progress. Choices and Decisions Day Transition plan completed. Social stories implemented as appropriate.	Weekly Welfare meeting to track individual students. KSS 1:1s to be led by CS and Pathway Leaders

Older students and parents, working alongside our SENCO team and Transitions Co-Ordinator, may choose to transition to an alternative college and undertake joint participation in our curriculum whilst pursuing a more vocational part time course in a local college. This has been very successful with local schools and colleges, and further education provisions such as; Merrist Wood, Brookland and Guildford College, illustrating our commitment to The Gatsby Benchmark 7.

At St. Joseph's, Careers Education and Work Related Learning are important for all young people, in all pathways.

It helps students to:

- Understand themselves and the world around them

- Prepare for future opportunities
- Develop the skills and self-confidence necessary to make realistic and informed decisions about their future so that they can maximise their potential
- Work towards preparing the students for the opportunities, responsibilities and experiences of adult life
- Have a recognised role in the community
- Become aspirational

At St Joseph's it is important that students have the opportunity to:

- Learn about work
- Learn for work
- Learn through work

Our careers programme is guided by The 8 Gatsby Benchmarks which help schools deliver high quality careers and enterprise provision:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Careers Education and Work Related Learning

Careers Education and Guidance is delivered through a combination of participation in Work Experience, Enterprises, a Life and Living Skills programme through OCR and an internal travel skills programme. These programmes offers a wide range of experiences which enables students to understand and to experience opportunities in the world of work. In turn it develops their personal and independence skills to enable for a successful adulthood. These activities are closely linked to our embedded therapies.

Travel Skills

Managing to use the public transport system either independently or with appropriate staff support can be a huge step for our students. Classes or individuals will go out into the community with staff; they are responsible for planning the bus route, buying their tickets, finding a place to sit, watching for the stop they need to get off at and repeat for the return route. We practise bus and train journeys locally. Students will learn how to plan a safe walking route to a place of work. This supports students to gain skills to independently travel to their work placement or to their future college places. This is also undertaken to support student's travel options when they are transitioning into supported living.

Life and Living Skills

A huge part of this subject is about students learning to keep themselves safe, recognising and responding to safety signage, understanding health and hygiene and independently following spoken, written or pictorial instructions. Our Life Skills Centre is used for classes, small groups and individuals to learn general life skills, household tasks and cooking in order to foster independence for their futures. The centre comprises of a large kitchen, diner, lounge, a bedroom with an en-suite and a laundry. This is particularly useful for our non-residential students to develop their independence skills away from home and prepare them for possible supported living in the future. Students work as a team to make lunches for the class. This is considered “work” and students recognise they have responsibilities within the team; knowing without fulfilling them the lunch will not be completed.

Work Experience

Work Experience at St. Joseph’s is an important part of the college curriculum, as it offers our students a variety of benefits and learning opportunities. Work Experience placements are found according to the ability of the student and appropriate staff support is given. Students are placed both internally within St. Joseph’s and externally within the local community. Internal placements can be offered working alongside our Domestic and Catering Teams, all of which devise a range of job tasks and build up students work skills profile. Students also run the internal post service each day. Through Vocational Profiles, students are asked where they would like to work and we accommodate as much as we can. We find many younger students aspire to the roles they see their older peers undertaking within our community and select that role for themselves.

Work Experience and Enterprise is offered to all students, in all pathways.

Teachers provide opportunities for students to job search and in so doing broaden their knowledge of the world of work.

The majority of students have the opportunity to complete a Work Experience whether internal or external. During internal and external placements students or their support worker will complete a record and annotate photographic evidence. This is then compiled for OCR evidence. Students are encouraged to share their experience with their peers at the Friday student meeting. At the end of a work placement, an assessment is completed, which many of our students use as part of their CV or to present to further colleges as evidence of their achievement.

We offer a range of external work placements. To earn an external placement, students must have had successful internal placements that have built up both their confidence but also their skills for the workplace. Students apply for Work Experience placements and have interviews to gain a post. This is done hand in hand with our Speech Therapists who guide students in good interview techniques. We have placements on a farm, local cafes, local supermarkets a pre-school Nursery and the Grounds Team at a local college.

St. Joseph's arrange regular volunteering events for our students and we aim to do this alongside mainstream schools so there is a lot of social interaction too. Wherever possible we organise meaningful encounters with the world of work in line with The Gatsby Benchmark 5. Examples of previous visitors include: an external baker talking about their job, the local fire brigade demonstrating their fire engine, card makers providing workshops and interviews with our current staff regarding their career routes.

Enterprise

Enterprise Opportunities

Enterprise is embedded within the college curriculum and each enterprise is run as a small business.

The students design a product or service and research their competitors. They cost their products to ensure they will make a profit. They take on the responsibility for the advertising and selling of their completed goods. Some students develop their own individual enterprises working towards selling at internal school fairs and events.

Some subjects such as Horticulture, DT Workshop and Pottery will run termly enterprises, individually designed for the pathway they are teaching. Enterprises are used as the driver of the curriculum and can be presented by the class teacher, subject teacher, therapist or Work Related Learning lead. They can be run by individuals, classes or pathways.

Enterprise opportunities include student led cafés, and a hot drinks/snacks delivery service offering students meaningful work for one day each week. This gives our students a real experience of work whilst being in our safe environment. The intention is then to offer our students external work experience using the work skills they have acquired in college.

Enterprise Fortnight

For two weeks in the Spring Term all students have the opportunity to take part in Enterprise Fortnight. Students gain a great sense of achievement by taking part in an enterprise and are proud to sell their products at the conclusion of their project. Any profit is given to the class to buy something for the class or to have an experience together.

The Enterprise products are sold internally to family and friends, also to the public at local fetes and at our Summer Fun Day .

Volunteering

Volunteering enables students to play an active role in their society. We have two groups of volunteers both working on environmental projects. The Sayer's Croft group work alongside students from Tormead School keeping the grounds in check throughout the year. This includes clearance of autumn leaves, bramble cutting and remaking bark chip paths. At The Garden House Project, students are also helping to make the site more sustainable. They have built woodland paths with disabled access, dug ditches, built bridges, made dead hedges and completed a

stumpery and hibernaculum to encourage new wildlife to take up residence. This helps to build the students confidence but also gives them a huge sense of achievement when projects are completed. Volunteering gives students opportunities to meet employers and work alongside their employees. These experiences help students gain OCR accreditations in all pathways and Duke of Edinburgh Volunteering Awards.

Enterprise, volunteering opportunities and meaningful Work Experience outcomes

Enterprise opportunities and meaningful Work Experiences at St. Joseph's are central to the Careers Education and Guidance Programme which Supports students to:

- Understand themselves and in particular develop team working skills, Enterprise skills and improved self-esteem.
- Follow a Life and Living skills curriculum to support them in their futures in the home, at work and in further education.
- Investigate opportunities available for work aimed at equipping them with a realistic vision of the challenges and rewards of the future world of work taking into consideration their individual needs.
- Have the opportunity to participate in a programme of Work Experience and Enterprise differentiated for their individual needs.
- To learn about the attributes and skills employers are looking for in the workplace and recognise these skills whilst undertaking activities in other curriculum areas
- A greater understanding of how their skills can be put to use at work enabling them to make decisions about the suitability of placements;
- The generalisation and transferring of skills and attributes learnt at St. Joseph's to their work placement;
- Effective communication with those managing them and with colleagues they work alongside;
- Opportunities and experiences which will assist them in demonstrating strengths and preferences.

Have the experience of 'managing' their Work Related Activities programme by ensuring that decision making involving target setting, realistic evaluation and reflection takes place.

- Have the confidence to meet the professionals (i.e. care managers, case workers and social workers who will carry out assessments and may influence decisions re their future.
- To have opportunities to meet employers and employees in a variety of workplaces to help them make informed decisions for their futures.
- To offer students professional careers guidance through the National Careers Service or external Careers advisors.

To gain more independence and autonomy.

All students in each Pathway ASPIRE towards Employability Skills through a planned curriculum using OCR Life and Living Units for each Pathway at Entry 1, 2 and 3.





All education staff use a visual tool, created as key ring, to refer to so they can reinforce the learning, skills and attributes being demonstrated by the students through any Work Related Learning activities. It is important that students recognise their progress, see their strengths and work towards improving their weaker areas.

During these sessions, students are given the opportunity to document their work experience and their role in the class enterprises to demonstrate their skills, work ethic and ethos. Each student will also design their own written, pictorial or electronic CV and keep this up dated via literacy

lessons and work with the therapists. All activities support students OCR Accreditations and demonstrate The Gatsby Benchmarks 1, 2 and 4.

The transition team, alongside families liaises with the local authorities and social workers to discuss the transition opportunities for each student.



A	 Aim high	Aim high
S	 Speak Up	Speak up
P	 Problem solve	Problem solve
I	 Initiative	Initiative
R	 Responsibility	Responsibility
E	 Everyone matters	Everyone matters