Severndale Specialist Academy
Careers and Preparation for Adulthood
Programme Overview 24/25.

Vision Statement

Careers and Preparation for Adulthood means preparing our students for a destination led pathway. This is embedded across everything that we do in school, from the time students join us to the time they leave us. We want to give our students the best opportunities to go on and lead a purposeful and meaningful life after Severndale. With the support of all stakeholders, we aim to promote students' independence, develop their self-advocacy and support their transition into their next phase of life.

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Milestones and Learning Outcomes

Foundation Stage

Foundation stage students have the best possible start as staff incorporate early childhood development pedagogical approaches to teaching and learning. This in turn supports students to develop in all prime and specific areas of the Early Years Framework. Learning and next steps in learning are based around students' individual needs to support them now and in preparation for adulthood, examples include but not limited to, early developmental movement, early conceptual play (Schemas) and use a play-based approach to motivate and engage students.

Key Stage 2

Pathway 1: Outcomes towards Community Engagement.
Be accepting of others when they are completing my personal care. Begin to experience and explore different methods of self-regulation and accept support to co-regulate. Begin to experience a familiar safe space outside of school. To anticipate next steps in a routine by transitioning to different areas of school. Explore and begin to identify ways of communicating my basic needs. Demonstrate skills to develop independence for everyday life.

Pathway 2: Outcomes towards independence
Identify appropriate touch. Identify how to keep myself safe in school. Identify at least one strategy to help to regulate my emotions coactively. Show awareness of local community features. Identify safe adults and people who help us. Be aware of what money is. Engage in classroom jobs (hoovering, tidying etc).

Pathway 3: Outcomes towards Employment;
Manage my own personal care. Recognise my own emotions. Access the local community with support using school transport or walking. Keep myself safe in school and know who to talk to if I need help. Recognise that money is exchanged for goods. Recognise that different people have different job roles in the community and engage in role play demonstrating this.

Key Events and Experiences

Foundation Stage

- Curriculum Areas linked to Gatsby Benchmark 4) include Mathematics, Communication and Language, Literacy and Understanding the World.
- Outdoor Learning Opportunities (GB6).
- Transition opportunities within school i.e. to the dinner hall.
- Promoting independence skills i.e. getting dressed, washing and tidying up (GB6).
- Development of skills i.e. scooping, tipping and filling can be replicated into cooking, gardening etc (GB6).
- Promoting self-advocacy; giving choices, opportunities to feel listened to, say no, consent.
- Opportunities to recognise identity and belongings.
- Curriculum related community visits (GB4).
- Visiting professionals i.e. a vicar and encounters with employers during National Careers Week (GB5).
- Role play opportunities and experiences linked to careers and preparation for adulthood i.e. building area, home corner (GB6).

Key Stage 2

- Curriculum areas linked to Gatsby Benchmark 4; My Cognition – Math's, My Communication- English, My World – Science and My Creativity – IT and DT.
- Outdoor learning opportunities (GB6).
- Transition opportunities around the school
- Development of skills and promoting independence opportunities i.e. making toast, cleaning up, washing up (GB6).
- Promoting self – advocacy; giving choices, opportunities to feel listened to, say no, consent.
- Opportunities to recognise identity and belongings.
- Curriculum related community visits and opportunities (GB4).
- Employer and visiting professionals as part of National Careers Week or curriculum learning (GB5).
- Role play opportunities linking to the curriculum may include using careers boxes, role play jobs and experiences of workplaces (GB6).
- Tidy up time and class job rota, takes place where appropriate (GB6).

EHCP

All students at Severndale have an EHCP. During the annual review of the EHCP, progress towards long term outcomes are discussed and reviewed. Long term outcomes are composed based on the skills required to prepare students for adulthood. It is never too early in student's educational journey to think about their preparation for adulthood.
From year 9 onwards, there is an emphasis on student's aspirations and strengths to prepare for life beyond Severndale (GB3).

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Milestones and Learning Outcomes

Key Stage 3

Outcomes towards Community Engagement:
Recognise how to communicate appropriately if I don't feel well to a familiar adult.
Have strategies to communicate my thoughts and feelings positively with a familiar adult.
To be able to access the community with a familiar adult.
To use and access transport with a familiar adult.
To engage in a familiar routine at home and within school.
To engage in paying for goods in the community with a familiar adult

Outcomes towards Independence:
Have some understanding of managing my own health.
To use strategies to regulate my own emotions and engage in positive relationships with support.
To recognise strategies to keep myself safe, at home, at school and in the community withy support.
To access the local community with support.
To access some services within the local community that will allow me to use money with support.
Access a school volunteering role with support.

Outcomes towards Employment:
Manage my own health with support and have an understanding of healthy relationships.
Begin to take responsibility for my own emotions and be able to build positive relationships.
Begin to take responsibility for myself in a range of settings and access the community with support.
Be aware of ways to keep safe at home, at school and in the community.
Developing an understanding of the value of money and other contextual functional skills with increased confidence.
Access a volunteering role with support in or out of school.

Key Events and Experiences

Key Stage 3

- Curriculum areas linked to Gatsby Benchmark 4; My Cognition –Math's, My Communication- English, My World - Science, My Creativity – IT and DT.
- Curriculum related community learning and visits (GB4).
- Opportunities during National Careers Week to attend a transition event to meet staff from future destinations and meet with different employers (GB5 and 7).
- Transition opportunities around the school.
- Class jobs rota for students to participate in jobs around the school, where appropriate (GB6).
- Self-advocacy opportunities by giving choices, opportunities to feel listened to, say no and give consent.
- Independence and skill developing opportunities takes place across all subjects and everyday tasks.
- Both internal or external work experience opportunities, where appropriate (GB6).
- Visits and activities to explore future destinations; including both adult social care and further education providers (GB7)
- Independent Advice and Guidance and Labour Market Information shared (GB2, 8)

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Milestones and Learning Outcomes

Key Stage 4

Outcomes towards Community Engagement:
Can recognise my feelings and in a way appropriate to me share this with an adult – expecting some support.
Recognise how to communicate my thoughts and feelings positively.
Recognise that the feelings and ideas of others are important.
Recognise how to communicate if I am worried about something.
Participate in using transport to access the local community.
Engage in accessing goods and services in the local community.

Outcomes towards independence:
Have some understanding of my own health and what a sexual relationship might mean.
Recognise how to manage my own emotions and know how to build positive relationships.
Access the local community (where appropriate) to complete independent living-based activities.
Access some services in the local community that will allow me to use my own money.

Outcomes towards Employment:
Know that there are jobs in school I can do with lots of help, some help and no help.
Carry out jobs in school with reducing support, as appropriate.
Access the local community and identify areas of possible volunteering/future employment.
Keep myself safe in the home and in the local community.
Know ways I can save and look after my money.
Access and engage in an employment opportunities.

Key Events and Experiences

Key Stage 4

- Curriculum areas linked to Gatsby Benchmark 4; My Cognition – Math's, My Communication- English, My World - Science, My Creativity – IT and DT.
- Curriculum areas linked to Preparation for Adulthood Outcomes: Independent Living (GB4).
- Entry level qualifications in English, Maths, science and humanities for some students (GB4).
- Participation in national skills-based programmes including the Duke of Edinburgh Award, where appropriate. This involves both volunteering and fundraising opportunities (GB6).
- Curriculum related community learning and visits (GB4).
- The curriculum in KS4 covers economic well-being, active citizenship. It encourages students to learn about themselves and their own skills, strengths and areas for development (GB4).
- Opportunities during National Careers Week to attend a transition event to meet staff from future destinations and meet with different employers (GB5 and 7).
- Self-advocacy opportunities by giving choices, opportunities to feel listened to, say no and give consent.
- Independence and skill developing opportunities takes place across all subjects and everyday tasks.
- Class jobs rota for students to participate in jobs around the school, where appropriate (GB6).
- Preparation for the world of work includes the development of a personal profile, CV writing, applications and interview skills, where appropriate (GB6).
- Preparation for life after Severndale including developing independence skills to support everyday life.
- Both internal or external work experience opportunities, where appropriate (GB6).
- Weekly visits to Futures at Severndale, where appropriate (GB7).
- Visits and activities to explore other future destinations; including both adult social care and further education providers (GB7).
- Independent Advice and Guidance and Labout Market Information shared (GB2, 8)

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Milestones and Learning Outcomes

Key Stage 5

Outcomes towards Community Engagement;
Recognise how to communicate if I don't feel well.
Recognise how to communicate my thoughts and feelings positively.
Recognise how to communicate if I don't feel safe in my home and in my local community.
Engage in using transport to access the local community.
Communicate how I would like to spend my days and which social care setting I would like to go to.
Engage in paying for goods and services in the local community.

Outcomes towards Independence;
Have some understanding of my own health and how to manage sexual relationships.
Recognise how to manage my own emotions and know how to build positive relationships.
Access the local community and/or a volunteering placement by using public transport and will do so with some support.
Identify how to keep myself safe in the home and in the local community.
Access some services in the local community that will allow me to use my own money.
Access and engage in a volunteering placement.

Outcomes towards Employment:
Manage my own health and sexual relationships.
Regulate my own emotions and be able to build positive relationships.
Access the local community, a post-19 education provider and/or a workplace by using public transport.
Keep myself safe in the home and in the local community.
Manage aspects of my own money and finances.
Access and engage in an employment opportunity.

Key Events and Experiences

Key Stage 5

- Curriculum areas focus on the preparation for adulthood outcomes; Independent Living, Community Inclusion, Good Health and Employment (GB4,5,6).
- Accreditation; ASDAN Personal Progress, Open Awards Qualification and Skills for Further Learning and Employment, where appropriate (GB4).
- Functional skills English and Maths qualifications (GB4), where appropriate.
- Standalone employability units (GB5 and GB6).
- Curriculum related community visits (GB4).
- Visits and activities to explore future destinations; including both adult social care and further education providers (GB7)
- Workshops to prepare students for the world of work i.e. PPE, Hazards in the workplace, first aid, cooking skills, in preparation for working in hospitality (GB6).
- Preparation for the world of work includes the development of a personal profile, CV writing, applications and interview skills, where appropriate (GB6).
- Preparation for life after Severndale including developing independence skills to support everyday life.
- Opportunities for students to develop a sense of responsibility by encouraging internal or external work experience opportunities i.e. fruit delivery (GB6).
- Learning around Labour Market Information and jobs in the community (GB2).
- Hosting parent events i.e. productions, enterprise stalls.
- Development of independence skills includes but not limited to cleaning, laundry and looking after own belongings (GB6).
- Self-advocacy opportunities by giving choices, opportunities to feel listened to, say no and give consent.
- Opportunities during National Careers Week to attend a transition event to meet staff from future destinations and meet with different employers (GB5 and 7).
- Independent Advice and Guidance (GB8).

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