

Careers Policy

Section 1

Philosophy and vision statement:

Our vision is that whilst at Briarwood School pupils will be taught the skills and attitudes required to enable them to become as independent as they can be and to prepare for adulthood. We aim for pupils to have an enriched and stimulating curriculum to give them every opportunity to reach their full potential regardless of their gender, race, learning disability and/or physical disability.

Our Post 16 curriculum policy and Information handbook states the following:

“The 2013 Gatsby publication and guidance for careers education within school states “Good career guidance helps inspire pupils towards further study and enables them to make informed decisions whenever choices are open to them. It helps them to understand enough about the world of work to know what skills they need to succeed. It is important for social mobility because it helps open pupils’ eyes to careers they may not have considered.”

It is using the guidance and research highlighted above Briarwood have created an employability scheme of work that enables all learners despite additional needs to access forms of employability learning on a regular basis, that is appropriate and meaningful to them. In line with the SEN Code of Practise (2015), at Briarwood we believe “High aspirations about employment, independent living and community participation should be developed through the curriculum and extra-curricular provision. Schools should seek partnerships with employment services, community groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve. It can be particularly powerful to meet disabled adults who are successful in their work”.

Our skills-based curriculum promotes preparation for adult life through sequential and bespoke learning pathways. This ensures learners have access to an age and developmentally appropriate education that encourages and challenges all students to:

- *Be equipped with skills that support them to be numerate and literate*
- **Communicate with confidence within their own means**
- *Enjoy learning that develops curiosity and expression*
- **Develop independence within life skills**
- *To Engage with as much of an active life as possible through looking after their body and the development of mobility skills*
- *Build resilience and self-help skills*
- *Learn strategies for social and emotional development to promote them to access successful relationships*
- **Have positive interactions to the community and gain sense of belonging**

Rationale:

The components of Careers Education and Guidance (CEG) are defined as:

- ‘Careers Education provides a means of developing individuals’ knowledge, understanding and experience of opportunities in education, training and employment and the skills necessary to make informed decisions.’
- Careers Guidance provides a means of helping individuals to apply relevant knowledge, understanding and skills to their own particular circumstances when choices have to be made.
- In practice, Careers Education and Careers Guidance are interwoven, with the school and the Careers Service working collaboratively; teaching and advising during the transition phase in Years 9, 10 and 11 and beyond. At Post-16 these are central to the Post-16 curriculum.
- All pupils throughout the school should understand that they have ‘careers’ that continue through life and include all aspects of their evolving experience of the world of work and the necessary Key Skills.

Aims and Purpose:

- Prepare learners for the transition to life after Briarwood
- Support learners and their parents or carers in making informed decisions which are appropriate for them
- Provide learners with well-rounded experiences
- Develop personal characteristics such as social skills, communication, independence and resilience
- Inspire and motivate learners to develop themselves as individuals and live as independently as is possible

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education, work experience and provider access.

Section 2

Introduction

Briarwood provides a relevant and engaging careers curriculum which meets the differing needs and requirements of our learners. This is developed throughout a learner’s time at the school and is always supportive of their abilities, strengths and skills.

Statutory requirements and recommendations

The careers provision at Briarwood is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997. This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

- be impartial
- include information on a range of pathways, including apprenticeships
- be adapted to the needs of the pupil (this is via EHCP outcomes and individualised learning approaches)

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: ‘Careers Guidance and Inspiration for young people in schools.’ This states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document, under Provider Access.

Careers Provision at Briarwood



All learners have access to the following:

- Briarwood Life skills curriculum (Employability handbook; see Appendix 3). Preparing for life after Briarwood is a fundamental aspect of our life skills curriculum.

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- Briarwood acknowledges the importance of Preparing for Adulthood and this is built in to everything we do, starting with the youngest students to give them the best start in life and the best possible careers and independent living outcomes.
 - Visitors in to school and offsite visits support learners in developing their understanding of a range of different post 19 providers.
 - All learners from Year 9 have access to advice via an external careers advice provider (trained lvl 6) where appropriate.
 - Regular communication with families and Governors with regard to careers provision and its impact.
 - Learners have access to relevant transitions and careers events hosted at Briarwood and other schools in Bristol.
 - All learners should have scheduled timetable opportunities for enriching employment experiences such as internal and external work experience, career support and planning, coaching and time to explore work opportunities as appropriate.

Key Stage 3

- Pupil pathways onto accredited and vocational courses are planned and prepared for in KS3.
- Learners take part in Enterprise projects across the school year.
- Year 9 learners and their families invited to relevant careers and skills fairs such as the annual Transition Fair at Briarwood school.

Key Stage 4 (in addition to KS3 ongoing provision)

- The school Careers Leader supports KS4 pupils are prepared for appropriate accreditation (ASDAN transition challenge and Towards Independence).
- Learners where appropriate in Year 10 and 11 undertake Work Experience and work-based placements and opportunities.
- Meaningful employer encounters.
- Learners in Year 10 and 11 (where appropriate) have the opportunity to access different training providers to develop the variety of experiences they have to support informed choices about future education, training and employment pathways.
- Access to trained level 6 careers adviser for an interview by the age of 16, where appropriate.

Key Stage 5 (in addition to KS3 and KS4 ongoing provision)

- One-to-one meetings with families, the school Careers Leader in Years 12-15.
 - KS5 learners and their families invited to relevant careers and skills fairs such as the annual Transition Fair at Briarwood school.
 - Meaningful employer encounters.
 - Access to accredited Employability KS5 curriculum pathway.
 - Learners in KS5 have the opportunity to access different training providers to develop the variety of experiences they have to support informed choices about future education, training and employment pathways (where appropriate).
 - The majority of KS5 learners take part in the Duke of Edinburgh Award, where appropriate.
 - Access to trained level 6 careers adviser for an interview by the age of 19, where appropriate.
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Briarwood school has many enriching and thriving business enterprise projects for those students who cannot access work experience including the school café 'Copse Café', an arts and crafts business, and a gardening business. These enterprise businesses are run by students within our post-16 department and generate revenue.

The overall organisation of work experience is undertaken by the school Careers Leader who liaises with the Senior Leadership Team and teaching team to ensure the most relevant and engaging opportunities are taken.

Families are informed and communicated with throughout the process via newsletters and a work experience diary is sent home termly (see appendix).

All learners on placement are covered by the employers' insurance and places of work are risk assessed by the Careers Leader.

Section 3

Providers Access Policy Statement

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to learners 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. The school's policy on safeguarding sets out the school's approach to allowing providers into school as visitors to talk to our students.

Pupil entitlement

All learners in years 8-14 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point (where appropriate);
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- To be best prepared and informed of further education and social care provisions.

Management of provider access requests

Procedure:

A provider wishing to request access should contact Careers Leader Antonios Petropoulos: email antonios.petropoulos@bristol-schools.uk or call (direct dial): 01173532693 & Sam Cooper: sam.cooper@bristol-schools.uk or call (direct dial) 01177337042.

Opportunities for access

Events that are integrated into the school careers programme, will offer providers an opportunity to come into school to speak to learners and/or their parents/carers:

- Careers/Transition Fayre
 - Transition meetings for parents and pupils
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Linked policies and useful documents

Briarwood	Accreditation	Other
Curriculum policy Post 16 policy Accreditation policy Moderation policy Post 16 Assessment handbook Safeguarding policy Code of Conduct GDPR policy	ASDAN document links – Personal Progress handbook, Employability handbook, ASDAN policies (please ask Head of School for access Post 16 Assessment handbook	https://www.preparingforadulthood.org.uk/ http://asdan.org.uk/ https://compass.careersandenterprise.co.uk/info

Section 4

Appendices:

Appendix 1 PFA Curriculum Pathway: (Example, please contact us for more information).

Preparing for adulthood planner Briarwood School				
Briarwood acknowledges the important of Preparing for Adulthood and this is built in to everything we do, starting with the youngest students to give them the best start in life and the best possible careers and independent living outcomes.				
	Employment and Education	Independent living skills	Community inclusion	Health
EYFS/ KSI	Adapting to new environments Playing with other children Real world play (builder / nurse / doctor) Following instructions - consider any specifics around sensory impairment Numeracy Real world visits (fire stations, farms etc.) Begin to copy role modelling from professional adults.	Feeding and drinking Toileting Real world play (kitchens, DIY, cleaning) Getting dressed Making choices Washing / brushing teeth Learning and taking part in hygiene routines. Taking part in cooking activities	Making friends Social interaction Visits / day trips Team playing After school clubs Weekend activities Developing friendships / friendship groups Learning to move safely in the community e.g. road safety Becoming part of school community e.g. assembly	Diet - making choices Physical exercise Articulating pain / health problems Mental health – exploring emotions through songs and stories.

Appendix 2 Work experience diary (example, please contact us for more information).



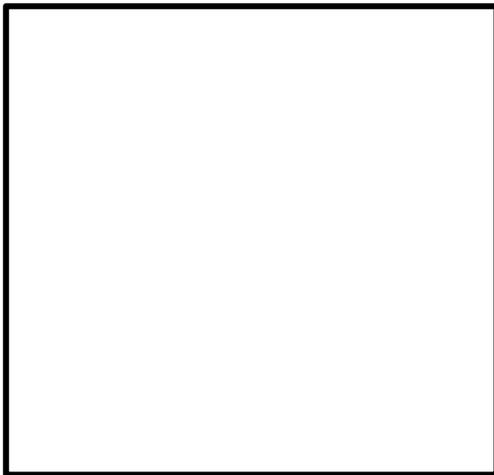
My Work Experience Diary

Name.....

Day/date of work experience.....

Start time.....

Finish time.....



Describe what you are doing in this picture (stick in photo or student can draw)

.....
.....
.....
.....
.....

Appendix 3 Employability Handbook (Please note this is example materials, please contact us for more information).



Employability Handbook Post 16

Briarwood curriculum intent

Our skills-based curriculum promotes preparation for adult life through sequential and bespoke learning pathways. This Ensures learners have access to an age and developmentally appropriate education that encourages and challenges all students to:

- Be equipped with skills that support them to be numerate and literate
- **Communicate with confidence within their own means**
- **Enjoy** learning that develops curiosity and expression
- **Develop independence within life skills**
- To **Engage** with as much of an active life as possible through looking after their body and the development of mobility skills
- Build resilience and self-help skills
- **Learn** strategies for social and emotional development to promote them to access successful relationships
- **Have positive interactions to the community and gain sense of belonging**

Employability rationale

The 2013 Gatsby publication and guidance for careers education within school states “ Good career guidance helps inspire pupils towards further study and enables them to make informed decisions whenever choices are open to them. It helps them to understand enough about the world of work to know what skills they need to succeed. It is important for social mobility because it helps open pupils’ eyes to careers they may not have considered.” It is using the guidance and research highlighted above Briarwood have created an employability scheme of work that enables all learners despite additional needs to access forms of employability learning on a regular basis, that is appropriate and meaningful to them. In line with the SEN Code of Practise (2015), at Briarwood we believe “High aspirations about employment, independent living and community participation should be developed through the curriculum and extra-curricular provision. Schools should seek partnerships with employment services, community groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve. It can be particularly powerful to meet disabled adults who are successful in their work”.

Aims

- To provide equal opportunity for students working within all curriculums to engage in and experience employability themed sessions
 - Encourage all learners, despite need to access to experiential opportunities that relate to working environment and work experiences
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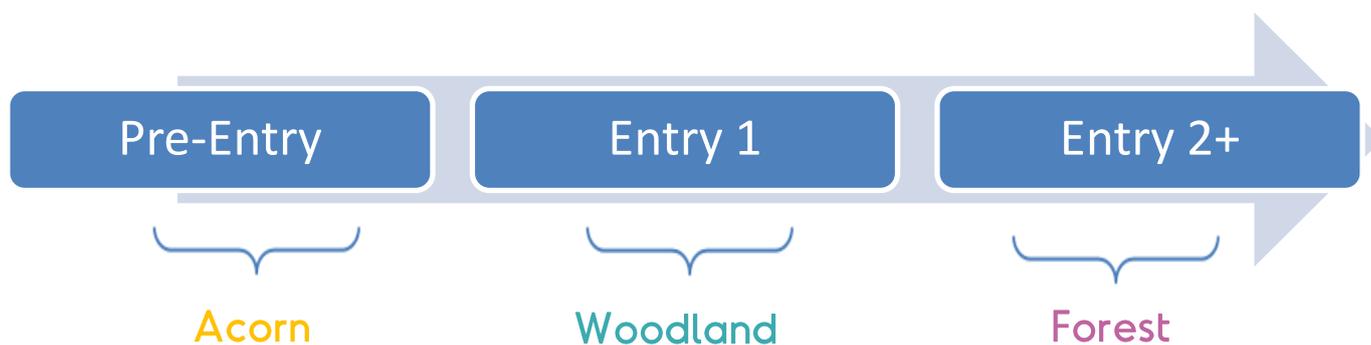
- Ensure all learners have a voice in their employability sessions, within their own means

Employability Overview



The employability curriculum has many aspects, as shown above. The curriculum includes regular timetabled sessions in which employability skills are taught within practical and non-practical learning sessions. During the sessions or in addition these, all learners should have scheduled timetable opportunities for enriching employment experiences such as internal and external work experience, career support and planning, coaching and time to explore work opportunities as appropriate. Please see Timetable example ([Appendix 4](#)) and termly overview ([Pages 10 & 11](#)).

Post 16 Employability curriculum organisation



Due to the ranging and diverse profiles of learners at Briarwood, differentiated curriculums have been created in order to ensure all learners are accessing a curriculum that is appropriately levelled yet challenging. Within the Post 16 curriculum learners experiences are based upon individual need and therefore, they may not 'fall' into a single curriculum. Taking this into consideration, the Post 16 Employability schemes of work take into account for varying profiles, allowing teachers to differentiate outcomes based upon the specific learner. All learners are expected to be accredited for the work they achieve, and consideration for accreditation levels have been advised above. Acorn learners are likely

to be able to achieve Pre-Entry and Entry units, 'Woodland' learners to achieve Entry 1, whereas 'Forest' learners are likely to achieve Entry 1+ units.

The accrediting awarding body for Employability is ASDAN, from Pre Entry to Entry 3. Specifications and outcomes are stated within Appendix 1 for each varying level and ASDAN unit, so the teacher can encompass accreditation units into their teaching, based on appropriate levels for that student. Please see the end of the handbook for Asdan's criterion for assessment and refer to the [Post 16 Assessment Handbook for accreditation assessment process information, guidance and instructions](#). When a pupil reaches Year 14 teachers are to use the evidence collated from Onwards and Upwards over the years to accredit their learning within Employability modules.

It is not appropriate for Post 16 learners to follow just the Asdan schemes of work, as the coverage is limited, and small steps progression within stages are not suggested within their specifications. Therefore the schemes of work include relevant SMART objectives that support progress and a range of possible teaching activities to promote the development of these skills which can be used as starting points. Teachers can then use and adapt these schemes to include activities that motivate and engage their individual children. The unit specifications and outcomes are stated at the end of the handbook for each varying level and ASDAN unit, so the teacher can encompass accreditation units into their teaching, based on appropriate levels for that student where appropriate.

Planning, monitoring and assessment

Planning:

Planning should be sequential, ensuring effective assessment is being used to inform next steps of planning and amending where necessary. Planning should encompass accreditation at appropriate entry level but not be “accreditation lead”. The planning should be based on the needs of the individual within the group not the group as a whole. Staffing should be allocated within planning, to ensure effective use. Please see planning example (Appendix 2)

Monitoring:

Session content and teaching practise for Employability will be monitored through learning walks, official lesson observations and peer observations. In addition to moderation and work scrutiny within performance management and during subject leadership time.

Assessment:

A range of formative and summative assessment techniques are used. Summative assessment involves Witness Statements (please see Appendix 3 for example of witness statement), verbal feedback from staff members and appropriate self-assessment from the students (verbal / written). These assessments should inform your planning. In addition, formative assessment is completed throughout the year and is based on the outcomes of the summative assessment. Formative assessment consists of three updates onto online system Onwards and Upwards, to track assessment data. Alongside this formative assessment is used when submitting accreditation moderation evidence. At mid-year summative and formative internal moderation will take place, at end of year external accreditation takes place. See “KS4 & 5 Assessment Handbook” for accreditation assessment process information, guidance and instructions.

In house / External	Beginning of year	Mid year	End of year
Briarwood Assessment	<p>Learning maps including Employability to be created and sent home</p> <p>Witness Statements created for Terms 1 & 2, to be filled in and updated regularly</p> <p>Onwards and Upwards data / evidence drop–baseline</p>	<p>Learning maps including Employability to be created and sent home</p> <p>Witness Statements created for Terms 3 & 4, to be filled in and updated regularly</p> <p>Onwards and Upwards – midyear progress update</p>	<p>Learning maps including Employability to be created and sent home</p> <p>Witness Statements created for Terms 5 & 6, to be filled in and updated regularly</p> <p>Onwards and Upwards – end of year progress update</p> <p>End of year report</p>
Accreditation Assessment	<p>ASDAN Assessment plans created and updated</p> <p>ASDAN modules selected</p>	<p>ASDAN evidence compiled</p> <p>Internal moderation</p> <p>Year 14 Learners registered online for units</p>	<p>ASDAN evidence submitted and portfolios finished</p> <p>External moderation</p>

Linked policies and useful documents

Briarwood	Accreditation	Other
Curriculum policy	<p>ASDAN document links – Personal Progress handbook, Employability handbook, ASDAN policies (please ask Head of School for access)</p>	https://www.preparingforadulthood.org.uk/
Careers policy		http://asdan.org.uk/
Post 16 policy		https://compass.careersandenterprise.co.uk/info
Accreditation policy		
Moderation policy		

Post 16 Assessment handbook	Post 16 Assessment handbook	
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Assessment of careers activity at Briarwood

“Compass is a free tool for schools and colleges in England that quickly and easily helps you to evaluate your careers activity against the eight benchmarks of best practice – known as the Gatsby Benchmarks.

The tool was built in partnership with the Gatsby Charitable Foundation, to help you easily discover your strengths and find areas for improvement. Once completed, the tool will provide you with a confidential report and resources to help you achieve each benchmark.”

To ensure that the careers opportunities and employability to curriculum at Briarwood is meeting national standards and assessed against Gatsby benchmarks the Compass Tool is used. This tool is to be used at **3 points in the year – beginning of year, mid-year and end of year**. The results will be used to indicate important action planning outcomes and actions for the following terms and year.

Transitions Fayre

To further encourage exploration of employment, independent living beyond Post 16, Briarwood will establish a Transitions Fayre, in which all pupils will have the opportunity to be involved in active decision making about their Post 19 options.

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Curriculum Area		Term 1			Term 2			Term 3		
		Acorn	Woodland	Forest	Acorn	Woodland	Forest	Acorn	Woodland	Forest
Employability & Business Enterprise Skills	OVERVIEW – with reference to potential accreditation modules	Work experiences Events and experiences	Business Enterprise Project planning and preparation – identifying roles	Business Enterprise / Work placements Cafe planning and preparation Work experience preparation	Work experiences Events and experiences “	Business Enterprise Project planning and preparation – forming roles and tasks	Business Enterprise / Work placements Cafe planning and preparation Work experience preparation	World of work Internal and external work exploration	Business Enterprise Project Project roll out Internal/External work placements – where appropriate	Business Enterprise / Work placements Cafe service Internal/External work placements
	INTERNAL EMPLOYABILITY SKILLS (continual) –	<p>Copse Café</p> <p><i>Job roles to vary to ensure a wealth of experience</i></p> <p>CLEANING A CAFE AT THE END OF THE WORKING DAY / CUSTOMER SERVICE IN A CAFÉ / SERVING IN A CAFE AND OPERATING A TILL</p> <p><u>ACCREDITATION LINK:</u> Personal Progress: Developing Skills in the workplace: looking and acting the part / Developing Skills in the workplace: getting things</p> <p><u>Internal work experience</u></p> <p><i>Job roles to vary to ensure a wealth of experience – based upon pupil voice and intended pathways (Office support, Teaching Assistant etc.)</i></p> <p><u>ACCREDITATION LINK:</u> Personal Progress: Developing Skills in the workplace: looking and acting the part / getting things done / following instructions / health and safety Employability:</p>								
	EXTERNAL EMPLOYABILITY SKILLS (continual) –	<p><u>External work experience</u></p> <ul style="list-style-type: none"> ✓ PROPS - PRINT WORKSHOP SUPPORT_ART WORKSHOP EXPERIENCE (Soap making, printing items) ✓ WHIZZKIDS – Contact annually for experience programmes ✓ Careers hub to support link to external work placements <p><u>ACCREDITATION LINK:</u> Personal Progress: Developing Skills in the workplace: getting things done / Developing Skills in the workplace: looking and acting the part Employability (Entry 2-3)</p>								
	PUPIL VOICE AND FUTURES PLANNING	Exploring the world of work. Why people work...What is work... When I leave school, I would like to... Creating my ASDAN portfolio			What skills do I need to work? CV writing Portfolio work (learning journal)			What skills do I need to work? CV writing Portfolio work (learning journal)		
	ASSESSMENT	Formative and Summative Assessment used for all learning. This will be collated regularly (using O&U online assessment tool) to form part of Learning Portfolios and will be submitted as evidence for accreditation upon Year 14.					<p>In-session: Witness Statements (using ASDAN prompt levels), See Saw.</p> <p>Termly: Termly upload of Witness Statements and selected supporting pictures</p> <p>Annually / End of Year: Collate towards accreditation, Year 14 – submit accreditation</p>			

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Curriculum Area	Term 4			Term 5			Term 6					
	Acorn	Woodland	Forest	Acorn	Woodland	Forest	Acorn	Woodland	Forest			
<p><u>OVERVIEW</u> – with reference to potential accreditation modules</p>	<p>World of work</p> <p>Internal and external work exploration</p>	<p>Business Enterprise Project</p> <p>Project roll out</p> <p>Internal/External work placements – where appropriate</p>	<p>Business Enterprise / Work placements</p> <p>Cafe service</p> <p>Internal/External work placements</p>	<p>Event planning</p> <p>PROM PLANNING – linked to work experience</p>	<p>Cont. Business Enterprise Project</p> <p>Embedding enterprise skills</p> <p>Internal/External work placements – where appropriate</p>	<p>Business Enterprise / Work placements</p> <p>Cafe service</p> <p>Internal/External work placements</p>	<p>Event planning</p> <p>PROM PLANNING – linked to work experience</p>	<p>Evaluation and planning for next year</p> <p>Project reflection, experiences reflection i.e. skills learned.</p>	<p>Evaluation and planning for next year</p> <p>Project/work experience reflection, experiences reflection i.e. skills learned.</p>			
<p>Employability & Business Enterprise Skills</p>	<p><u>INTERNAL EMPLOYABILITY SKILLS</u> (continual) –</p> <ul style="list-style-type: none"> Copse Café Internal Work Experience <p>Copse Café</p> <p><i>Job roles to vary to ensure a wealth of experience</i></p> <p>CLEANING A CAFE AT THE END OF THE WORKING DAY / CUSTOMER SERVICE IN A CAFÉ / SERVING IN A CAFE AND OPERATING A TILL</p> <p><u>ACCREDITATION LINK:</u></p> <p>Personal Progress: Developing Skills in the workplace: looking and acting the part / Developing Skills in the workplace: getting things</p> <p><u>Internal work experience</u></p> <p><i>Job roles to vary to ensure a wealth of experience – based upon pupil voice and intended pathways (Office support, Teaching Assistant etc.)</i></p> <p><u>ACCREDITATION LINK:</u></p> <p>Personal Progress: Developing Skills in the workplace: looking and acting the part / getting things done / following instructions / health and safety</p> <p>Employability</p>											
	<p><u>EXTERNAL EMPLOYABILITY SKILLS</u> (continual) –</p> <ul style="list-style-type: none"> External providers Volunteer placements (up to 20hrs per week) Supported internships <p><u>External work experience</u></p> <ul style="list-style-type: none"> ✓ PROPS - PRINT WORKSHOP SUPPORT_ART WORKSHOP EXPERIENCE (Soap making, printing items) ✓ WHIZZKIDS – Contact annually for experience programmes ✓ Careers hub to support link to external work placements <p><u>ACCREDITATION LINK:</u></p> <p>Personal Progress: Developing Skills in the workplace: getting things done / Developing Skills in the workplace: looking and acting the part</p> <p>Employability (Entry 2-3)</p>											
	<p><u>PUPIL VOICE AND FUTURES PLANNING</u></p> <p>To be within “tutor sessions” and 1:1 available where appropriate</p>			<p>What skills do I need to work?</p> <p>CV writing</p> <p>Portfolio work (learning journal)</p>			<p>Transitions & Portfolio yearly evaluation</p>			<p>Transitions & Portfolio yearly evaluation</p>		
	<p>ASSESSMENT Formative and Summative Assessment used for all learning. This will be collated regularly (using O&U online assessment tool) to form part of Learning Portfolios and will be submitted as evidence for accreditation upon Year 14.</p>											
						<p>In-session: Witness Statements (using ASDAN prompt levels), SeeSaw</p> <p>Termly: Termly upload of Witness Statements and selected supporting pictures</p> <p>Annually / End of Year: Collate towards accreditation, Year 14 – submit accreditation</p>						

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Overview of units linked to curriculum area

<u>Curriculum / Entry level</u>	<u>Terms 1 & 2</u>	<u>Terms 3 & 4</u>	<u>Terms 5 & 6</u>
<u>Acorn (PMLD units, Early Entry 1)</u>	<u>Personal Progress: Engaging with the world around you: work experience</u>	<u>Personal Progress: Engaging with the world around you: World of work</u>	<u>Personal Progress: Engaging with the world around you: centre and community based events</u>
<u>Woodland – Forest (Entry 1)</u>	<u>Personal Progress: Business Enterprise</u>	<u>Personal Progress: Business Enterprise</u>	<u>Personal Progress: Business Enterprise</u>
<u>Forest (Entry 2+)</u>	<u>Employability</u>		

The schemes of work include examples of relevant SMART objectives that support progress and a range of possible teaching activities to promote the development of skills which can be used as starting points. Teachers can then use and adapt these schemes to include activities that motivate and engage their individual children. The unit specifications and outcomes are stated at the end of the handbook for each varying level and ASDAN unit, so the teacher can encompass accreditation units into their teaching, based on appropriate levels for that student where appropriate.

Acorn Employability

Over-arching learning outcomes of Acorn Employability SOW

- ✓ I can participate to an appropriate level for me in events / work experiences linked to employability
 - ✓ I can show interest in what is happening around me
 - ✓ I can demonstrate a response and deliberate reaction to an event I can actively participate in a visit (e.g. showing interest in the event, engaging in the activity)
 - ✓ I can Identify a personal preference for a workplace (e.g. this maybe simply an 'inside' or 'outside' place of work, a workplace in their own centre or a community venue)
 - ✓ I can indicate a preference in response to being offered a choice between two given work experience options (e.g.in their own centre or in the community)
 - ✓ I can accept the support of others to participate in a workplace activity (e.g. taking an order while running a café in their centre)
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Acorn Employability

Terms 1 & 2 – Work experience (through events)

Linked to ASDAN Personal Progress: “Engaging with the world of work: work experience” Entry 1 unit (see Asdan Personal Progress book)

Unit reference number: R/617/9710

Learning outcomes:

1. Engage with work experience activities

Assessment Criteria:

- 1.1 Identify an appropriate work experience placement
- 1.2 Take part in a work experience activity

SMART “I can” objectives showing sequential progression linking to unit specifications

To ensure learning is embedded, it is important students have the opportunity for experiential, “horizontal” learning over several contexts - activities should be taught discretely and incorporated into “everyday” experiences.



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Terms 1 & 2					
<p><u>Assessment Criteria link (learning objectives) :</u></p> <p>1.1 Identify an appropriate work experience placement</p>	<p>I can engage with work experience activities linked to enterprise projects, showing engagement within my own means.</p>	<p>I can vocalise or gesture in response to a workplace experience/activity or environment to indicate like or dislike i.e. when selecting a venue.</p>	<p>I can show consistent preferences for a type of workplace linked to my enterprise (e.g. inside or outside, kitchen or office environment – taking tickets, setting up).</p>	<p>I can accept the support of others to participate in a workplace activity (e.g. taking an order while running a café in their centre)</p>	<p>I can follow simple instructions from a supervisor to complete a task (e.g. moving an object to a different place, standing or sitting in a area) during our experience.</p>
	<p>With support I can accept the support of others when engaging in work-experience related activities that support the enterprise project</p>	<p>I can actively engage with work experience activities within the enterprise project showing deliberate actions within the activities.</p>	<p>I can engage in activities linked to the project with less support and show a response to my work I have produced or carried out within my own means.</p>	<p>I can engage in a workplace activity with a familiar sequence (e.g. washing up, planting seeds, stacking a shelf). I can make active choices about activities I am involved in during the</p>	<p>I can make active choices and state which work experiences I have enjoyed and engaged with during the project.</p>
<p>1.2 Take part in a work experience activity</p>					

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<p>Linked to ASDAN Personal Progress “Engaging with the world of work: Work Experience” unit</p> <p><i>See Appendix [1] for full module specifications</i></p>	<p>(i.e. creating art for an art gallery).</p> <p>With full support I can make choices about activities I am involved in– this can be broken down into SMART targets linked to outcome.</p>	<p><i>– This can be broken down into SMART targets linked to outcome.</i></p>	<p>With less support I can make choices about activities I am involved in.</p>	<p>work experiences i.e. choosing to sell tickets.</p>	
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Activities and opportunities

If there is available planning and PPT please state where these are saved on the drive.

Subject lead to update annually

⇒ Creation of art and set up of art gallery (offsite opportunities available for this – Fishponds church)



⇒ Charity events – Macmillan coffee morning, Samaritans boxes, Harvest food bank, Children in Need, Red Nose Day Corpse Café work



Careers Policy

⇒ Winter Fayre



⇒ Organising a concert (offsite)

⇒ Working to organise and lead charity events i.e. sponsored journey (i.e. 5K – walking or with wheel chairs)

Resources

Paint, craft items linked to event that will be planned, flyers, banners, leaflets where appropriate.

Resources will be selected based upon sessions. Therefore teachers will have the autonomy to select relevant and age appropriate resources for sessions. Resources to be kept in central base. Session plans, PowerPoints and activity ideas to be added to central Teachers drive. Please see Post 16 Assessment Handbook for information on accreditation.

Careers Policy

Assessment	Formative Assessment (Assessment for Learning) to be used throughout sessions to inform future planning and progression monitoring. ASDAN Witness Statements to be filled in as proof of AFL within sessions. Summative assessment on Onwards & Upwards to be used at “data drop” points to ensure progression is monitored and gaps identified. SeeSaw to be used as assessment tool and to share progression with students and families.
Cross-curricular links	Acorn literacy & numeracy, Independent living, My community, EHCP outcomes, KS4 My Community
Pupil voice	Sessions to encourage pupil choice through communication – what do I like? What choices can I make? What am I good at? How will I communicate what I have learned? Pupil voice MUST be included in the annual evaluation of the SOW – collected via means appropriate to the young person.

<p>Evaluation</p> <p>SOW to be evaluated yearly and updated as appropriate.</p> <p>Pupil voice</p> <p>Pupil voice MUST be included in the annual evaluation of the SOW.</p>	
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