

Aycliffe School

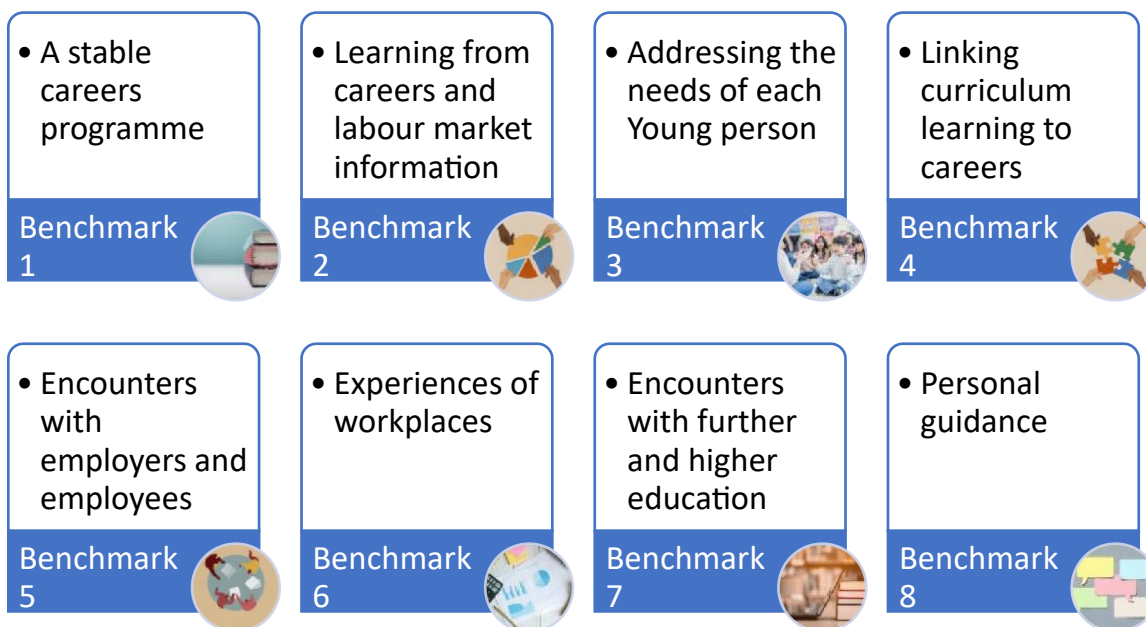
North East Autism Society

Preparing for Adulthood and Careers Strategy

Intent

Senior Leaders and practitioners at Aycliffe School have high expectations for all learners. We support learners to become successful independent adults throughout their school career with the knowledge, skills and behaviours needed to promote their social and economic inclusion.

To ensure that learners at Aycliffe School are receiving a good quality Careers Education, we work in line with the Gatsby Benchmarks:



“Ignoring the process of career development occurring in childhood is similar to a gardener disregarding the quality of the soil in which a garden will be planted” Niles and Harris-Bowlsbey (2017).

The Careers Team

John Hardie	Careers Leader
Leanne Clark	Careers Information Officer
Kirri Hewison	Careers Information Officer
Kiri Stevenson	Careers Information Officer
Karen Nangle	Careers Information Officer
Victoria Emmerson	Careers Information Officer
Amanda Riley	Careers Information Officer
Briannah Heiniger	Careers Information Officer
Helen Norman	Careers Information Officer
Angela Harman	Careers Information Officer
Sarah Hutchinson	Careers Information Officer
Bianca Crawford	Careers Information Officer

Preparing for Adulthood (PfA) and Careers, Education, Information, Advice and Guidance (CEIAG) is embedded throughout our curriculum and is led by the Senior Management Team (SMT). The SMT

at Aycliffe School is fully committed to incorporating learners' voices in all discussions leading to their personal transitions. Preparing for adulthood takes steps to ensure that young people with SEND receive the right level of support, with person-centred planning, to enable them to live as full and active an adult life as possible. We aim to equip our learners with the skills and knowledge they need to progress successfully onto their next steps.

The Preparing for Adulthood framework sets out four main themes that young people with SEND say are important to them:

- Employment and Education
- Independent living
- Community inclusion
- Good Health

This strategy describes how the PfA framework has been adopted at Aycliffe School to provide our learners with the right level of support to enable them to progress through, and achieve, their bespoke targets. We do this through high-quality, coherent, personalised learning programmes which have been planned and developed according to the young person's aspirations and needs.

Implementation

All learners receive tailored support based on their interests, aspirations, and capability during their personal transitions. Akin to literacy and numeracy, Preparing for Adulthood and Careers Education is a set of skills requiring careful development across the school, and are crucial to academic and personal achievement. Progress is targeted in dedicated sessions, alongside being embedded into whole-school activities. This is consolidated within all curriculum areas, for all learners.

Learners are provided with opportunities to develop transferable skills during their lessons, taking part in community activities, visiting the local supermarket, choosing, and purchasing items with individualised support. Within such activities, learners work towards English and Maths objectives to develop speaking, listening and communication skills.

At the end of Year 9, learners have a Personal Development meeting where their destination mapping takes place. The destination mapping includes the learner's areas of interest and what they wish for their next steps. This creates a plan which ensures that they are on the correct pathway and working towards meaningful personal development.

Learners and their parents are made aware of the range of learning and employment opportunities available to them across the curriculum and can make informed decisions considering both suitability and accessibility. The school shares information on CEIAG on its website, as well as through letters and emails. Up-to-date information is provided to learners in a variety of mediums to suit their preferred communication style, including face-to-face support, online resources, access to external providers and planned careers education delivery.

Learners can also participate in work experience to develop and enhance their knowledge and skills further. Learners receive impartial careers guidance.

Staff at Aycliffe School inspire and enthuse learners to develop an interest in careers by exploring a range of potential fields available to them. We introduce vocational themes into lesson planning

and plan interesting educational visits to appeal to the interests of our learners. Staff also support learners to participate in vocational opportunities with a wide range of SETPD accredited vocational qualifications with NOCN.

Learners are also provided with direct experiences of the world of work when they access the community and wider vicinity. Staff encourage learners to recognise the roles people play in their surroundings and introduce discussion points about the nature of job roles and working environments. This approach is embedded throughout the school to broaden learners' awareness and pique their interests.

Effective use is made of external agencies, education providers, businesses and the community to provide enrichment opportunities, information and expertise to support our learners' development. National, regional and local labour market information is used to ensure that aspirations are matched to job availability.

The careers guidance strategy is implemented by SMT who take on the role of Careers Leader. Teachers take on the role of career coaches by implementing the strategy through the embedding of CEIAG in the curriculum and as stand-alone lessons for our post-14 learners. Learners who are following the post-14 provision have dedicated personal development time allocated to their timetable where they work on employability skills and bespoke vocational qualifications, following a SETPD programme with NOCN. Learners are enrolled onto courses which they have chosen themselves, following independent careers advice, based on areas of interest.

Impact

Learners' skills are developed to ensure they can find information as independently as possible and can use their own skills and abilities to work towards the destinations of their choice. Within PfA, learners transfer knowledge of reading, writing and ICT to navigate through information to transition successfully onto their next steps.

Data is collected by tracking individuals' set targets and achievements. The data identifies where learners are on track to achieve and make progress as well as where intervention has been successful or may be required. The impact of interventions with vulnerable learners is continuously appraised so that bespoke measures can be implemented as early as possible. A mixture of formative and summative monitoring is used, and evidence of impact includes skills progression, destination data, aspirations data, progression against set targets and learning outcomes, and feedback gathered from learners, parents, and staff.

PfA and CEIAG at Aycliffe School meets the needs of vulnerable groups by reducing NEET leavers. This is achieved by continuous monitoring, adapting, and supporting our learners to make informed choices relating to their personal skills, interests, and ability.

Delivering PfA and CEIAG

Personalised, coherent, real-life experiences, promoting a focus on outcomes that are transferable to the real world, across the whole curriculum.

Stages	Employment and Education	Independent Living	Community Inclusion	Good Health
0-6	Pre-14 preparing for adulthood: - Engage in real world play - Play with other children Follow multi step instructions - Know how to and who to ask for help - Take part in real world visits - Future careers - Interact with potential role models - Adapt to new environments - Talk about different education and career options - Take part in projects	- Self-Care/ Personal Hygiene - Travel Training - Time Management - Shopping/ Cookery/ Eating - Domestic Skills - Finance	- Making friends - Social Interaction - Visits / Day Trips - Team Playing - Weekend Activities - Decision Making - Online Safety - Links to the RSE/ Computing Curriculum - Local Area - Understanding Bullying - Managing Change - Building Resilience - Managing Time - Being Safe - Criminal Justice System - Using the Emergency Services	- Diet and Food Variety - Physical Activity - Sleep - Health Needs - Managing Emotions - Puberty - Relationship and Sex Education - Bullying - Drugs, Alcohol and Tobacco - Rights and Responsibilities
7-9	- Self-Development - Career Exploration - Career Management	- Self-Care/ Personal Hygiene - Travel Training - Time Management - Shopping/ Cookery/ Eating - Domestic Skills - Finance	- Making Friends - Social Interaction - Weekend Activities - Decision Making - Youth and After School Clubs - Online Safety - Links to the RSE/ Computing Curriculum - Local Area - Understanding Bullying - Building Resilience - Time Management - Being Safe - Volunteering	- Diet and Food Variety - Physical Activity - Sleep - Health Needs - Managing Emotions - Relationship and Sex Education - Bullying - Drugs, Alcohol and Tobacco - Rights and Responsibilities

Post 16	• Work Related Skills • Health and Safety at Work • Fire Safety • Manual Handling • Solving Work Related Problems • Practices at work	• As appropriate	• Personal budgets – how can they be spent post 16 to further PfA aspirations • Be aware of options for post 16 opportunities – colleges, apprenticeships, volunteering and independent living • Have an awareness of financial support that is provided for them and the need to use it wisely to work towards life or career aspirations • With support, research possible options for post 16 provision • Independently research options for post 16 provision • Access provision of choice and evaluate effectiveness • Where appropriate, have an awareness of age and that 18 years olds are considered adults • With support, make informed decisions about the future • Know what services are available to them and how to access these services • Know the named professionals that care for them and their role • Know how to contact their named professionals	• As appropriate
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