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Maple View Experience of the Working World Policy – Information and Guidance (IAG) for Teachers

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Maple View School – Experience of the Working World Policy

Content:

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1: Aims

Children at Maple View will experience the World of Work in a manner that is suited to their individual wellbeing, growth and preparation for post 16 life. Information and guidance will be tailored to each child to give them knowledge, skills and life learning that will enable them to be as independent as they can be in the wider world.

2: Legislation and Guidance

- The SENAD group policy- Section 7 IAG and Work Experience Policy
- Special Educations Needs and Disability (SEND) Code of Practice 2014
- Equality Act 2010
- Independent Special School Standards 2019
- Maple View Curriculum Policy

3: Policy intent

Children should access accurate, up-to-date, non-stereotyped careers guidance that is: (i) presented in an impartial manner; (ii) enables them to make informed choices about a broad range of career options; and (iii) helps to encourage them to fulfil their potential; This policy aims to set out how this is delivered at Maple View School, and is to be read alongside the Education Policy 701.

Engagement Continuum (In line with the above policy) Maple View children will not be taking GCSEs. Children leave Maple View School in the academic year they turn 16. Post-19 destination will be taken into consideration with transitioning the child to a post-16 placement. Most children who stay at Maple View School until 16 will fall into the following categories:

Group	Typical Attainment	Likely Post 19 destination
On the Maple View Formal Pathway. Working at the equivalent 5+ years (mid to higher end of the Formal Pathway)	ASDAN qualifications to be completed Life Skills Pathway) Life skills learning in PSHE and community-based tasks in school and some voluntary out of school work experience in year 11, where appropriate	Post 19 learning FE/work-voluntary Supported living with some work - paid. Some ability to maintain work-paid.

On the Maple View Growth Pathway with some elements of the Formal pathway in some areas. Working at the equivalent 5 to 5+ years	Some ASDAN qualifications to be completed (Life Skills Pathway) Life skills learning in PSHE and some potential for voluntary out of school work experience where appropriate in year 11	Supported living/ residential care or with family. High levels of support in a home Maybe some voluntary work with support
On the Maple View Growth Pathway. Working at the equivalent of 0-5 years.	ASDAN qualifications may be completed. If ASDAN not to be completed- child to follow own Learning Intentions combined with life skills learning Life skills learning in PSHE	Fully supported living in residential care or with family and support from social care. Continued engagement with life-skills and growing independence

Every child in our setting must experience, where possible:

The 8 Gatsby Benchmarks:

1. A Stable Careers Programme: PSHE will encompass the world of work (jobs and roles, commerce, volunteer and paid jobs etc). Along with the Deputy Headteacher who is responsible for the PSHE content, we have a named individual responsible for oversight of careers and work experience opportunities.
2. Learning from Career and Labour Market Information: Young people are able to visit and learn about a wide range of careers opportunities through their daily curriculum, including leisure, hospitality and animal care and awareness of job roles in the community.
3. Addressing the Needs of Each Pupil: Individual needs are addressed with extra support to raise aspirations through formal educational meetings, including transition meetings and EHCPs. Parents, carers and social workers are involved in the transition planning process with emphasis around expectations post Year 9.
4. Linking Curriculum Learning to Careers: Learning Intentions are embedded into a child's individualised curriculum along with the PSHE planning in addition to a child's individual needs (which may be included also in the child's EHCP). Identified individual needs will inform the delivery of ASDAN through all key stages where applicable.
5. Encounters with Employers and Employees: Maple View School offers a progressive range of encounters, considering the development needs of individual young people. Children have multiple opportunities to learn from workplaces about work and skills, where appropriate, for instance, the local library, local cafés and shops. We work together with places of employment to ensure young people build a rich picture of the world of work and where appropriate may help/ assist within them (where agreed)- this may be as simple as helping to clear their table of crockery and placing in a designated areas for the Café.
6. Experiences of Workplaces: Every young person should have first-hand experiences of the workplace through visits, shadowing, and/or work experience- as appropriate given the needs of the individual child. The level and range of opportunities on offer

will be young person led and based on their ability, needs and interests. These opportunities are planned and built around the curriculum and onsite opportunities to experience the world of work.

7. Encounters with Further and Higher Education: All children and their advocates, including parents and carers, should understand the full range of learning opportunities available, including academic, vocational and social care routes. Meaningful encounters can be with a range of providers, including apprenticeships, SEND college opportunities and work-based training. These should be carefully planned with the young person at annual reviews and other relevant opportunities. This is not always appropriate and will be considered on an individual basis.
8. Personal Guidance: Specific and individualised transition planning that includes identifying potential pathways is central to the SEND Code of Practice. Early and ongoing support with clear planning is critical to effective transition. Opportunities for personal guidance interviews with a qualified careers adviser can be offered, if appropriate, however, currently this is provided as part of the EHCP and transition planning with the team of professionals around the child.

4: Curriculum Intent and accreditation

- To be embedded in PSHE lessons when appropriate (world of work, different jobs, work and roles, desired jobs for some and training needed)
- Some children in year 10/11 may have Work Experience placements out of school-supervised.
- Some children in year 10/11 may have Work Experience placements in school-supervised.
- Embedded within Cross Curricular lessons when possible.
- Experience in the community in places of work (Cafes, shops, farms etc.)
- Visits from PCSOs, therapists, artists, authors and visits to places in the community-theatres, sports events, community accessible events and activities.
- Experience in the Home and School- helping at snack time, charity fund raising, gardening, and office duties, utilising the Life- Skills learning space.
- Role play in Social Skills sessions, SaLT sessions.
- Group and individual sessions in the school setting (litter picking, cleaning, environmental sessions etc.)

The World of Work:

Children should be given opportunities to experience the world of work, hands on from the start from year 7. For example, in school, job study and research or community experience watching people work (for instance, looking at adults performing different tasks in the supermarket).

Our children will likely be following one of two pathways:

- 1) The Growth Pathway- potentially no accreditation- though one able will be accessing ASDAN
- 2) The formal Pathway- accreditation through ASDAN

Scenario 1:

Child A is following our Growth Pathway. They are not taking any qualifications. The child loves helping others. Child A would be able to help clear plates at dinner time and take the break trolley back at break time. They are also able to help sweep after dinner time- all on a daily basis.

They could be provided with a task book for ticks or stamps. This could be handed in each week for a 'reward' (which could be based on their interests, sticker, etc. This would be a record of their physical Work Experience.

Child A will have also learnt about jobs/ people/ roles in the community; different jobs people do in the community and be able to recognise key roles in the community via PSHE content and bespoke learning. There may be potential for in-school work experience and potentially a short, not sustained work experience placement with support from staff.

Scenario 2:

Child B is following our formal Pathway. They will likely take some form of accreditation. Child B is verbal, numerate and can read. Child B is able to take on a position (maybe short term and not ongoing) in an agreed external placement with support from Maple View. Child B would also be able to take on in-school work experience- such as helping the kitchen staff (maybe to serve, clear, sweep or help put out the items for the break trolley), gardening, litter picking, working with our outdoor practitioner. Child B will also have learnt about role and jobs, training needed, what the job involves and will have seen different roles in the community via PSHE content and bespoke learning.

5: Monitoring and Assessment

Work experience and careers will be monitored by:

- PSHE delivery and activities completed by the child.
- Work Experience 'Passports' to record activities.
- Work experience folder of photos and activities.
- At least termly meetings with the child's teacher to assess evidence of WEx (this may occur during a RAP meeting or in addition to this)
- Deputy Headteacher to moderate PSHE half-termly
- Evidence for Learning hashtags
- ASDAN portfolios (assessment route)

6: Roles and Responsibilities

The Headteacher:

- Ensuring teaching and planning for WEx has been moderated by the Deputy Headteacher
- Providing teachers with relevant, up to date training and resources to deliver literacy appropriately to the needs of our SEND children

- To oversee a stimulating school environment that is conducive to enjoying the learning of Life-Skills/ Animal Care/ Horticulture and suitable environments for learning are maintained
- Encourage the development of links to other organisations- for instance a local supermarket, a café etc.
- To ensure the Policy is reviewed yearly
- To ensure compliance to legislation and named documents in section 2
- To allow time for training needs where needed

The Deputy Headteacher/ WEx nominated person:

- To ensure that WEx is taught via PSHE through observation (Learning Walks)
- To ensure the quality of teaching and planning through moderation of individual curriculum planning for WEx (to include planning for WEx related activities and ASDAN courses)
- To ensure there is a variety of prior, over and new learning of Numeracy for each child
- To monitor ASDAN assessment where applicable
- Collaboration with therapists, teachers and class leads to ensure effective communication programmes aid a child to successfully communicate their growing knowledge, and targets are in place in line with need and EHCP outcomes and ASDAN requirements
- To review the WEx policy yearly
- To guide the nominated Lead for WEx and meet with them monthly (if one is in place)

Teachers/ class leads:

- To plan effectively for each child to embed learning and challenge them including prior, over and new learning.
- To upload evidence on Evidence for Learning, links to relevant hashtags
- To deliver/ plan for delivery of WEx
- To plan for active learning, school and community learning opportunities
- To enable and empower Teaching Assistants to lead/ deliver sessions on a 121 basis and assess their understanding of WEx for the individual child.
- To highlight any training needs (personally or as a teaching team) to the Deputy Headteacher
- To be directly responsible for ASDAN course, planning and teaching and any assessment required

