Study Programs

Employment: Study Programme Overview

Intent	All students will make a positive contribution to their community, either through paid employment, securing further specialist trainingrelated to future employment or by raising awareness of what can be achieved by adults with SEND. As much as possible • Students will be paid for their time and the contribution they make • Students use technology, including bespoke assistive technology, to support their engagement in and access to employment • Students can direct the support they need, request changes to the support they receive and request additional support. • Students can travel within their local community to access their workplace(s) Students will apply the industry specific skills, knowledge, behaviour and experiences developed in college in the real world.
Implementation *Typical curriculum sequencing by student group*	**ENTRY LEVEL ATTAINMENT CONTINUUM 1-3** • Y1: Students experience a range of vocational areas, developing a preference. Students explore different roles and activities within preferred areas. Students take part in regional and College wide enterprise projects. • Y2: Students regularly access internal enterprise projects within their preferred vocational area. Students explore local communitygroups and enterprises projects within their preferred area. Y3: Student regularly access internal and external enterprise projects. Internal projects mirror those accessed internally, supporting students to deepen specific vocational skills, knowledge and experience. **ENTRY LEVEL ATTAINMENT CONTINUUM 4-7** • Y1: Students complete a range of internal tasters. Students explore different roles within each vocational or employment area, developing areas of preference. Students start to develop an understanding of what support they need to complete work tasks. Students access specific vocational qualifications. Students take part in regional and College wide enterprise projects. Students are supported to identify the types of work they enjoy. • Y2: Students regularly access internal and external enterprise projects. Students complete a range of internal and external work experience placements relevant to their preferred vocational or employment area. Internal placements mirror external placements and support students to develop role specific skills, knowledge and understanding. Where a student cannot fulfil all aspects of a role, a clear job-carved skill set is developed. Students are supported to identify the skills they have and the work-specific tasks they can complete. Y3: Students regularly access work with a view to maintaining this after College. Wherever possible, students are paid fairly for thework they complete. Students recognise the support they need in the work place and can request this support when it is missing. Students know what they are good at. Students understand their work role and the tasks involved. **Entry Level 1+** • Y1: Students complete a range of internal and external employment tasters. Students explore different roles within each vocationalor employment area, developing areas of preference. Students start to develop an understanding of their strengths, areas for development and what support they need to access work. Students access specific vocational qualifications. Students take part inregional and college wide enterprise projects. Students begin to develop recruitment skills and documentation such as a CV, personal statement and application forms. • Y2: Student regularly access internal and external enterprise projects. Students complete a range of external work experience placements relevant to their preferred vocational or employment areas, focussed on their identified development areas. Where

	there are Internal placements, these mirror external placements and support students to develop role specific skills, knowledge and understanding. Where a student cannot fulfil all aspects of a role, a clear job-carved skill set is developed. Students are supported toidentify the skills they have and the work specific tasks they can complete. Students begin to develop an industry or role specific CV.Students develop interview skills. Students can describe the reasonable adjustments they need to access work. Students understand they are entitled to this support. Y3: Students regularly access work with a view to maintaining this after College. Wherever possible, students are paid fairly for the work they complete. Students recognise the support they need in the work place and can request this support when it is missing. Students know what they are good at and can share this appropriately, such as through a CV. Students understand their work roleand the tasks involved. Students search and apply for paid employment.

Impact *Example outcomes for students.*	**ENTRY LEVEL ATTAINMENT CONTINUUM 1-3** • Students access a community enterprise scheme, linked to the areas of interest, with a clear role. • Transition routines are embedded across contexts, particularly to key points of interest. Assistive technology provides environmental control across contexts. **ENTRY LEVEL ATTAINMENT CONTINUUM 4-7** • Transition and travel routines are embedded across work contexts, • Assistive technology provides environmental control across contexts. • Students have a clear job role. • Students recognise the support they need and apply resources and strategies within their work context. • Students have achieved specific vocational qualifications Students are paid for the work they do. **Entry Level 1+** • Students travel to and for work independently. Students can transfer their travel skills to plan travel to new destinations. • Students use assistive technology effectively to support their independence within the work place. • Students have specific vocational qualifications. • Students have a CV highlighting relevant skills and experiences related to a preferred area of work. • Students have the skills to search and apply for roles. Students manage the support they receive within work including with community teams and the Department for Work and Pensions.

Friends, Relationships and the Community: Study Programme Overview

Intent	All students will have access to safe, meaningful and appropriate social connection through friendships based on shared interests and passions. As much as possible • Students will regularly access shared interest groups, both on line and in their community. • Students will make and maintain friendships. • Students will understand the different people and relationships within their circles of trust and support and know how to manage and maintain these circles. • Students will access preferred community resources and venues Students will use digital and assistive technology to support access to and engagement in community resources, venues and social activities..

Implementation *Typical curriculum sequencing by student group*	**ENTRY LEVEL ATTAINMENT CONTINUUM 1-3** • Y1: Students access internal and external tasters. Students are supported to identify those friends they have a social connection or shared interest with. Within community activities, students are supported to recognise friends and associates within these contexts. • Y2: Students regularly access some external shared interest groups. Students establish social connection with other service users within these contexts. Students explore digital communication approaches to maintain social connection with friends from outside their local community. • Y3: Students transition into shared interest groups within their local community. Students establish circles of trust and support within these groups. Staff at these venues embedded communication and engagement strategies to support and facilitate social connection for students and other service users in these contexts, Students, supported by staff across contexts, establish digital communication approaches to maintain social connection with friends from outside their local community. **ENTRY LEVEL ATTAINMENT CONTINUUM 4-7** • Y1: Students access internal and external tasters. Students are supported to identify those friends they have a social connection or shared interest with. Within community activities, students are supported to recognise friends and associates within these contexts. • Y2: Students regularly access some external shared interest groups. Students establish social connection with other service users within these contexts. Students explore digital communication approaches to maintain social connection with friends from outside their local community. Students know how to initiate appropriate social interaction with peers in a range of contexts, following the social rules and conventions of each context. Students recognise types of groups or activities they would like to join and can request to do so. Students explore available shared interests, community groups and venues available in their community. • Y3: Students transition into shared interest groups within their local community. Students establish circles of trust and support within these groups. Staff at these venues embedded communication and engagement strategies to support and facilitate social

connection for students and other service users in these contexts. Students, supported by staff across contexts, establish digital communication approaches to maintain social connection with friends from outside their local community. Students recognise how activities make them feel and the value these add to their lives.

Impact *Example outcomes for students*	**ENTRY LEVEL ATTAINMENT CONTINUUM 1-3** • Students follow a timetable of meaningful groups within their community that provide appropriate social connection. • Students engage with their circles of trust and support across contexts, supporting positive physical and mental wellbeing. • Communication and engagement strategies and embedded across contexts to facilitate meaningful interactions. • Students benefit from a wider range of social and community experiences in line with their adult status. **ENTRY LEVEL ATTAINMENT CONTINUUM 4-7** • Students follow a timetable of meaningful groups within their community that provide appropriate social connection. • Students engage with their circles of trust and support across contexts, supporting positive physical and mental wellbeing. Studentsfollow communication strategies to develop their circles of trust and support when they wish to do so. • Students benefit from a wide range of social and community experiences in line with their adult status. • Students recognise activities that they enjoy and those they may enjoy and can request to access these. **Entry Level 1+** • Students can manage their social calendar. This includes regular shared interest groups and social activities, as well as planningsocial activities with friends. • Students can recognise activities they enjoy and can search out and plan new activities and experiences. • Students can effectively follow social and activity specific rules and conventions to support their social inclusion across a range ofcontexts. • Students know and understand the impact of social connection on their mental health and wellbeing, their rights to inclusion in these areas, and can plan effectively to ensure attendance in such groups or activities.

Good Health: Study Programme Overview

Intent	All students will be able to maintain positive physical and mental health during their life after College. As much as possible • Students will be able to follow personalised routines to manage and support their physical and mental health at home, work and in the community • Students will be aware of factors affecting their physical and mental health and make informed choices based on these. • Students will be able to recognise poor physical or mental health and take positive steps to improve these.

Implementation *Typical curriculum sequencing by student group*	**ENTRY LEVEL ATTAINMENT CONTINUUM 1-3** • Y1: Engaging with therapy programmes and accessing health and wellbeing tasters. • Y2: Deep engagement and developing autonomy within therapy programmes. Regular access to some community health andwellbeing resource. Accessing community health and wellbeing tasters. • Y3: Students have as much independence and autonomy as possible within their therapy routines. These routines are generalised across contexts (College, home, respite and community). Students regularly access community health and wellbeing activities. **ENTRY LEVEL ATTAINMENT CONTINUUM 4-7** • Y1: Students following therapy programmes and accessing internal and external health and wellbeing tasters. Students accesssome preferred activities in new external contexts. (e.g transition from school pool to public pool). • Y2: Students have as much independence and autonomy as possible within their therapy routines. These routines are generalisedacross contexts (College, home, respite and community). Students recognise activities, experiences and factors that support or impact on their physical and mental health. Students develop strategies to support positive physical and mental wellbeing. • Y3: Students regularly access community health and wellbeing activities. Students apply personalised strategies to support positive physical and mental wellbeing across contexts. **Entry Level1+** • Y1: Students independently follow therapy routines across contexts. Students access some preferred activities in new external contexts (e.g transition from school pool to public pool) or transfer discrete therapy routines to broader contexts (e.g. embeddingOT routines in the community gym). Students recognise activities, experiences and factors that support or impact on their physicaland mental health. Students develop strategies to support positive physical and mental wellbeing. Students access community health and wellbeing activities and resources. • Y2: Students access community health and wellbeing activities and seek out new or alternative activities which may further supporttheir physical and mental wellbeing. Students transfer health and wellbeing routines and strategies across contexts including work. • Y3: Students manage their own therapy programmes, health and wellbeing routines and strategies in the community, seeking additional support when required.

Impact *Example outcomes forstudents.*	**ENTRY LEVEL ATTAINMENT CONTINUUM 4-7** • Students access community wellbeing resources that support their physical and mental wellbeing. Students have circles of supportwithin each of these contexts. • Students complete therapy routines and wellbeing strategies as independently as possible. Routines are embedded across contexts. **Entry Level 1+** • Students access community wellbeing resources that support their physical and mental wellbeing. Students have circles of supportwithin each of these contexts. • Students recognise community activities that they would enjoy/ support their wellbeing and access these. • Students manage own therapy programmes and health and wellbeing routines/strategies across contexts, including the workplace.Students are able to seek advice and support when needed.