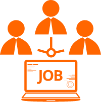
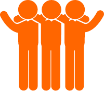
Good Health; Employment; Independent Lives; Friends, Relationships and Community Inclusion

P4A: Preparation for Adulthood

Framework

For Maplewell Hall School Staff



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**Introduction**

This is the first edition of the P4A: Preparation for Adulthood Framework. It provides the framework for Maplewell Hall School staff to deliver high-quality pastoral care, education, support, advice and guidance for all Maplewell students.

This framework draws from the national Preparation for Adulthood outcomes, current careers guidance, national guidance for the delivery of Personal, Social, Health and Economic Education (PSHE), and Citizenship.

P4A is at the heart of our curriculum. It forms the educational foundations of the school’s Complementary Pastoral Support (COMPASS) systems, supports the wider school curriculum, helps us to establish Positive Behaviour for Learning habits and enables students to step confidently along their pathway towards adulthood.

At Maplewell, P4A is a timetabled subject delivered as part of every students’ core curriculum. It is also delivered by tutors as part of their COMPASS support. P4A is also embedded into the assessment of all subjects.

This framework helps the school deliver outstanding pastoral support. At Maplewell, we define pastoral support as the Personal, Social, Health and Economic education, care, support, advice and guidance provided to all students by all staff.

**Aims**

This framework supports the school’s aims as set out in the School Improvement Plan 2017-2018.

**At Maplewell we aim to:**

1. Build and enhance a strong and effective SLT, with increased capacity that continues to be strategic and operate within the vision for the school so that their actions impact across the whole staff, students and wider community;
2. review and further develop the autism provision within the school and local community;
3. be able to demonstrate measurable progress, particularly in Post-16 outcomes and achievement;
4. further develop and enhance reading across the school;
5. plan, promote, deliver and monitor an effective Preparation for Adulthood programme across the school; and
6. promote and deliver a programme of consistently high-quality teaching and learning across the school.

**Core Values**

This P4A: Preparation for Adulthood framework holds central to its ethos the following core values.

Every student should leave Maplewell with the qualifications, personal skills and qualities, knowledge and understanding, attitudes and ambition to:

* be involved in planning for their future;
* be happy and healthy;
* access further education, higher education or employment;
* be as independent as possible;
* choose who they live with and where they live;
* be safe in their homes, at college or in work, in their communities, and online;
* to make and sustain positive friendships and relationships; and
* make a positive contribution to their communities.

**Structure**

Part 1 of this framework begins with the ‘Why’. Why is Preparation for Adulthood important for students and for us as staff?

Part 2 goes on to explain the ‘How’. How is Preparation for Adulthood delivered and assessed?

Part 3 explains the ‘What’. What does statutory guidance and legislation tell us about P4A? What do we teach in P4A?

Part 4 describes P4A pedagogy and the practices that make for outstanding P4A teaching.

Part 5 outlines the term by term curriculum content, matching content to Indicative Mastery Statements, and at Key Stage 4 linking curriculum content to Gateway Modules.

Part 6 describes our full Careers Programme and how we are meeting the new Gatsby Benchmarks.

# Part 1: Why?

# Why do we come to work?

We come to work because we want to make a difference to the lives of children who face a wide range of challenges and barriers. We come to work at Maplewell because we can see that our work does make that difference: As a staff team, our collective efforts make a difference to the lives of the students, and their families, in school, at home and in their communities.

We keep on coming back because we want to keep on making a difference.

**Why Preparation for Adulthood (P4A)?**

Preparing for Adulthood is a national programme delivered by the National Development Team for inclusion (NDTi). It is funded by the DfE and provides expertise and support to local authorities and their partners to embed Preparing for Adulthood from the earliest years. The national Preparing for Adulthood outcomes are:

* **Employment;**
* **Independent Living;**
* **Friends, Relationships and Community; and**
* **Good Health**.

These outcomes are based on what disabled young people say is important to them.

At Maplewell, we have taken these four outcomes and used them to develop a curriculum that delivers Personal, Social, Health and Economic Education (PSHE); Citizenship; and Careers Education, Information, Advice and Guidance (CEIAG). This allows us to tie our statutory obligations to include Preparation for Adulthood outcomes in Education, Health and Care Plans (EHC Plans), to our belief that PSHE, Citizenship and CEIAG are central to delivering brighter futures for our students.

**Why do our students need P4A?**

Statistically, people with learning difficulties die younger and have poorer health than the general population. They have increased exposure to common ‘social determinants’ of poorer health like poverty and social exclusion, and they have greater difficulties accessing health care, in part due to their poorer communication, literacy and numeracy skills.

Some studies suggest that life-expectancy for people with learning difficulties can be limited by as much as ten years. This is not simply due to a high proportion having life-limiting conditions. For example, adults with learning difficulties are much more likely to suffer from mental ill health and a Swedish study suggested that the suicide rate for people with autism was higher than the average population.

Ill-health makes it more difficult for adults with learning difficulties to access employment and, coupled with employer ignorance and automation of many lower-skilled jobs, and a lack of independence skills, employment rates for adults with learning difficulties are not great: Just 14% of men and 7% of women with learning difficulties go on to work more than 16 hours a week.

Adults with learning difficulties are far more likely to be dependent on benefits, and will live with their parents or carers for longer. In turn this affects the choices they can make about where they live and how they socialise: 31% of adults with a learning disability report having no friends; Just 3% live as a couple; and 64% have no choice over who they live with. This all has yet more negative effects on their physical and mental health.

The lack of opportunities to achieve financial and personal independence leaves adults with learning difficulties especially vulnerable to exploitation and abuse in the community. Between 20 and 30% of the prison population have a learning difficulty and twice as many adults with a learning disability will be the victim of a personal crime compared to adults without a learning disability.

If our students are allowed to follow the statistical trends, they face a dark future. We come to work because we want to help our students buck those statistical trends. We come to work because we want our students to have a brighter future.

**Experience tells us that our students can achieve that brighter future. In recent years, our students have gone on to secure their own apprenticeships, gain further education and higher education qualifications, and achieve financial independence. Recent leavers drive their own cars, catch buses by themselves, and live independently. They have friends, and access leisure, retail and public services in their communities without adult support.**

**Preparation for Adulthood helps us all to deliver the outcomes that motivate us all to come to work.**

# Part 2: How?

# Delivery

# COMPASS Wave 1 P4A

# COMPASS Wave 1 P4A describes the Tutor Teams’ delivery of P4A. COMPASS Wave 1 P4A is designed to support tutors and help them meet the pastoral needs of their tutees at Wave 1 level. It is anticipated that the majority of students at Maplewell will have their P4A needs met at this Wave 1 level.

There are 3 assessed Programmes of study for tutors to use in the delivery of tutor assessed Wave 1 P4A. These are:

* The Social and Emotional Learning Programme;
* The Careers Programme;
* The Independent Living Programme.

The three programmes are assessed by tutors in a single markbook described in Part 3.

**Curriculum P4A**

At key stage 3, Year 7, and year 8/9 classes each have a single lesson of timetabled P4A. The key stage 3 Nurture group has 2 P4A lessons. The second lesson is delivered as a P4A Drama Therapy lesson and is intended to support the additional Emotional Health, and Friends and Relationships needs of these students.

At Key Stage 4, the higher ability Science cohort have a single lesson of P4A. The lower ability Science cohort have 2 lessons of P4A.

The Key Stage 5 curriculum gives students more opportunities to develop their P4A skills with significant time allowed for transition work and travel training through the independent travel programme.

The Key Stage 5 cohort is split into three distinct pathways based on likely destinations: Work, College 1 and College 2. The curriculum offered to each pathway is designed to support their specific transition needs.

Students on the work pathway have 2 lessons of Diploma P4A; 2 Lessons of Diploma Work Experience; 4 Lessons of Independence; 4 Lessons of Independent Travel; and 2 lessons of Employability. Students also have 2 days a week available to dedicate to off-site Work Experience when appropriate. For the duration of their work experience, this will replace 4 lessons of Independence and 4 lessons of Independent Travel.

The college 1 and 2 students each have 2 lessons of Diploma P4A. They also have 2 lessons of College Skills; 4 Lessons of Independent Travel; and 2 lessons of Employability. All college 1 and 2 students will have the opportunity to experience the world of work at an appropriate level to meet their Special Education and transition needs.

Curriculum P4A markbooks are described in Part 3.

**Cross-Curriculum**

All subject teachers at Key Stage 3 and 4 will need to include specific teaching towards the 3 P4A Work Education Mastery Statements.

At Key Stage 5, Maths, English, Diploma ICT, all Diploma Options’ subjects and Duke of Edinburgh teachers will need to include specific teaching towards the 3 P4A Work Education Mastery Statements.

The Work Education statements are included in all subject markbooks.

**Wave 2 P4A**

All students benefit from Preparation for Adulthood delivered by Tutor Teams, P4A teachers, and subject teachers. However, for some students this is not enough to meet their Special Educational, Disability and Transition needs. For these students additional Wave 2 P4A support may be required. Wave 2 P4A support is given by the Wave 2 Complementary Pastoral Support (COMPASS) team.

**Wave 2 COMPASS Team**

The Wave 2 COMPASS Team provides additional support via mentoring and through the delivery of timetabled COMPASS Sessions.

COMPASS Sessions are timetabled by The COMPASS Coordinator. The timetable is published for all staff at the beginning of each week. It is the responsibility of Tutor Team staff to ensure that students know when their session is, and that they arrive for their session on time.

COMPASS Sessions may be delivered to individuals or to small groups of students requiring additional P4A input. COMPASS Sessions are personalised to the specific needs of students but typically include:

* Self-Regulation and Resilience;
* Social Skills; and
* Communication Skills.

The COMPASS Team staff also provide additional in-class support and a mentoring service, and they may also deliver small group sessions to support the delivery of curriculum P4A.

The Wave 2 COMPASS Team can als offer training and support to tutor teams in the delivery of Wave 1 P4A.

**Wave 3 P4A**

A small number of students require more intensive support at Wave 3 level. COMPASS Therapy is delivered by Maplewell’s professionally trained and qualified therapists. Wave 3 sessions are timetabled by the COMPASS Coordinator alongside Wave 2 Compass sessions.

**COMPASS Therapy**

COMPASS Therapy may be delivered to individuals or to small groups of students requiring additional Wave 3 P4A input. COMPASS Therapy is personalised to the specific needs of students within the following disciplines:

* Drama therapy;
* Art therapy;
* Counselling;
* Occupational therapy;
* Speech and Language therapy; and
* Educational Psychologist therapy.

**Assessment**

Every student will have P4A outcomes agreed at their annual review and recorded on their EHC Plans. These P4A outcomes will be SMART outcomes: They will be **S**pecific to the child’s identified needs, aims and aspirations; they will be **M**easurable; they will be **A**chievable within the annual review cycle; they will be **R**elevant to the child’s transition needs; and they will be **T**rackable.

P4A outcomes will be set at annual review in consultation with parents, carers and students. The student’s most recent school report will identify progress towards P4A outcomes and tutors, P4A teachers, and cross curriculum teachers will all make comment in their reports on P4A progress. These reports will help those present at a child’s annual review to set SMART P4A outcomes.

Once set, P4A outcomes will be shared so that all teachers and students are clear about every child’s P4A outcomes. This is important as every teacher will have to assess and report on some aspects of P4A progress for every student they teach and tutor.

**BEWISER Assessment Tool**

The BEWISER Assessment Tool uses the principles of Mastery to formally identify and assess Preparation for Adulthood progress towards agreed P4A outcomes. The BEWISER Assessment tool offers professionals at Maplewell a framework for assessing attainment, monitoring progress, and most importantly, identifying barriers along destination pathways well in advance, allowing programmes to be personalised and adapted to ensure smooth transition.

BEWISER is **NOT** an authoritative, complete checklist of all the skills required to be a *‘Master’* adult: Such a list would be unrealistically long and many of the skills on the list would be irrelevant to student’s personalised pathways and destinations. And no such ‘*Master’* adult exists; we all have skills and qualities we need to work on.

BEWISER **IS** a framework that allows professionals at Maplewell to make reasoned judgements about the progress of our young people towards clearly identified outcomes. It is acknowledged that in some areas, assessment will be subjective, but it is also acknowledged that the professionalism of Maplewell staff makes this subjective assessment valid and useful. Staff can use their knowledge of every students’ individual strengths and weaknesses to plan for their futures and help them overcome identified barriers and unlock their undoubted potential.

Within the BEWISER Assessment Tool, the four National Aims for Preparation for Adulthood (Good Health; Employment; Independent Lives; and Friends, Relationships and Community Inclusion) are split into 7 Objectives that form the BEWISER acronym: **B**ody health**; E**motional health**; W**ork**; I**ndependence**; S**afety**; E**ngagement**; and R**elationships**.**

# These seven BEWISER objectives are then further sub-divided into 16 P4A outcomes each with an associated set of Indicative Mastery Statements that describe the personal skills and qualities, knowledge and understanding, attitudes and ambition an independent and confident *master* adult might display for each outcome. A table of all the Indicative Mastery Statements can be found in Part 3: What?

**Mastery Assessment of P4A**

At Maplewell we believe that progress within Preparation for Adulthood should be assessed and reported on in exactly the same way as other curriculum subjects. The advantages of doing this are:

* Students, Parents, Carers, School Staff and involved professionals can see progress towards transition;
* Reporting and Assessing raises the status of the subject within school; and
* Barriers to transition can be identified at an early stage and acted upon.

In line with all other subjects, Preparation for Adulthood uses 5 descriptive mastery levels to place students along a Mastery Pathway. These are, in ascending order:

* Launch;
* Preparatory;
* Emerging;
* Intermediate; and
* Advanced.

The descriptive mastery level A for Advanced, is only used to recognise the attainment of Year 13 and 14 students on departure who have demonstrated consistently, independently and in a wide range of contexts, appropriate ‘adult’ personal skills and qualities, knowledge and understanding, and attitudes and ambition.

When recording assessed P4A levels for each of the 7 BEWISER objectives, students are given a Mastery Level that indicates the level of attainment within each of the 16 P4A Outcomes.

Each mastery level is aligned to Bloom’s taxonomy as described in the table below:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Mastery Level** | **Launch** | **Preparatory** | **Emerging** | **Intermediate** | **Advanced** |
| **Bloom’s Taxonomy** | **Remembering** | **Understanding** | **Applying** | **Analysing** | **Evaluating** |
| **Indicative Actions** | Recalling information;  Recognising;  Listing;  Describing;  Retrieving;  Naming;  Finding. | Explaining ideas or concepts;  Interpreting; Summarising; Paraphrasing; Classifying; Explaining. | Using Information in another familiar situation; Implementing; Carrying out; Using; Executing. | Breaking information into parts to explore understanding; Comparing; Organising; Deconstructing; Interrogating; Finding. | Justifying a decision or course of action; Checking; Hypothesising; Critiquing; Experimenting; Judging. |
| **Indicative Outcomes** | Label; List; Workbook; Worksheet; Quiz; | Collect; Explain; Label; List; Show and Tell. | Demonstrate; Diary; Illustrate; Interview; Perform; Present; Simulate; Apply in familiar, yet varied, contexts. | Chart; Graph; Report; Survey; Abstract; Checklist; Apply in new contexts with support. | Plan; Project; Story; Film; Media Product; Apply in new context independently. |

This helps staff to make an accurate assessment of the students’ mastery of P4A skills.

Attainment is assessed according to how soon after explicit teaching of the knowledge or skill a student can demonstrate, how much support is required, and in what context the skills and knowledge can be demonstrated. At the lowest level of mastery, students can recall some information in response to direct questioning immediately after explicit teaching and with direct prompting from an adult. At the highest level, students can apply their skills and knowledge in an unfamiliar context independently.

Staff should use the table below to make a judgement.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **National Aims** | **Good Health** | | | | **Employment** | | | | **Independent Lives** | | | | **Friends, Relationships and Community Inclusion** | | | |
| **BEWISER Objectives** | **Body Health** | | **Emotional Health** | | **Work Education** | | | | **Independence** | | **Safety** | | **Engagement** | | **Relationships** | |
| **P4A Outcomes** | **Inner**  **(Inc. Drugs Education)** | **Outer** | **Regulation** | **Resilience** | **Experience of Work** | **Transition** | **Employability** | **Enterprise** | **Personal Care** | **Living Skills** | **Online** | **Personal Safety** | **Friends** | **Partners**  **(Inc. RSE)** | **Community** | **Inclusion** |
| **Foundation 1, 2 and 3** | At Foundation level, students may demonstrate some of the Launch skills but only with significant scaffolding, support and prompting, and participation in, and contribution to lessons will be inconsistent. | | | | | | | | | | | | | | | |
| **Launch 1**  **Remembering** | Immediately after explicit teaching, students can recall some basic facts on a topic; Students can label a simple worksheet using basic keywords; Knowledge is demonstrated in the classroom using worksheets, scenarios, online resources etc. Knowledge is recalled in response to direct questioning and with direct adult support and prompting. | | | | | | | | | | | | | | | |
| **Launch 2**  **Remembering** | Immediately after explicit teaching, students can recall some simple facts on a topic; Students can label a worksheet using simple keywords; Knowledge is demonstrated in the classroom using worksheets, scenarios, online resources etc. Knowledge is recalled in response to direct questioning with adult support. | | | | | | | | | | | | | | | |
| **Launch 3**  **Remembering** | After explicit teaching, students can recall some facts on a topic; Students can label a worksheet using some keywords; Knowledge is demonstrated in the classroom using worksheets, scenarios, online resources etc. Knowledge is mainly recalled in response to direct questioning, but some recognising and naming may be volunteered. | | | | | | | | | | | | | | | |
| **Launch 4**  **Remembering** | After explicit teaching, students can recall facts on a topic; Students can label a worksheet using keywords; Knowledge is demonstrated in the classroom using worksheets, scenarios, online resources etc. Knowledge is mainly recalled in response to direct questioning, but some recognising and naming may be volunteered. | | | | | | | | | | | | | | | |
| **Launch 5**  **Remembering** | After a teaching sequence, students can recall facts on a topic; Students begin to describe ideas and processes in some detail; Students can label a worksheet using keywords; Knowledge is demonstrated in the classroom using worksheets, scenarios, online resources etc. Knowledge is mainly recalled in response to direct questioning, but some recognising and naming will be regularly volunteered. | | | | | | | | | | | | | | | |
| **Launch 6**  **Remembering** | After a teaching sequence, students can recall a range of facts on a topic; Students can describe ideas and processes in detail; Students can label a worksheet using keywords; Knowledge is demonstrated in the classroom using worksheets, scenarios, online resources etc. Knowledge will be recalled voluntarily and in response to direct questioning. | | | | | | | | | | | | | | | |
| **Prep 1**  **Understanding** | Immediately after explicit teaching, students show a basic knowledge and understanding of a topic. They can explain the meaning of simple taught keywords and facts; Knowledge and understanding is still demonstrated in the classroom using worksheets, scenarios, online resources etc. sometimes as part of a group of friends. | | | | | | | | | | | | | | | |
| **Prep 2**  **Understanding** | Immediately after explicit teaching, students show basic knowledge and understanding of a topic. They can explain the meaning of taught keywords and facts; Knowledge and understanding is demonstrated in the classroom using worksheets, scenarios, online resources etc. and as part of a group of friends. | | | | | | | | | | | | | | | |
| **Prep 3**  **Understanding** | After explicit teaching, students show some knowledge and understanding of a topic. They can explain basic ideas or concepts; Knowledge and understanding is still demonstrated in the classroom using worksheets, scenarios, online resources etc. and as part of a group sometimes comprising of people other than their friends. | | | | | | | | | | | | | | | |
| **Prep 4**  **Understanding** | After explicit teaching, students show some knowledge and understanding of a topic; They can explain simple ideas or concepts; Knowledge and understanding is still demonstrated in the classroom, but in increasingly varied group settings, including with people other than their friends. | | | | | | | | | | | | | | | |
| **Prep 5**  **Understanding** | After a teaching sequence, students show knowledge and understanding of a topic; They can explain ideas or concepts; Knowledge and understanding is still demonstrated in the classroom, but the student shows a growing confidence to work with a wider range of people, sometimes working independently. | | | | | | | | | | | | | | | |
| **Prep 6**  **Understanding** | After a teaching sequence, students show understanding of a topic; They can explain ideas or concepts; Knowledge and understanding is still demonstrated in the classroom, but the student shows confidence to work with a wider range of people and can work independently. | | | | | | | | | | | | | | | |
| **Emerging 1**  **Applying** | Immediately after explicit teaching, students begin to apply some of their knowledge and understanding from classroom learning in other lessons when prompted. With adult support, they begin to transfer their knowledge and understanding and apply it to school-based activities as part of a planned extension of their classroom learning. These activities are familiar to them. | | | | | | | | | | | | | | | |
| **Emerging 2**  **Applying** | After explicit teaching, students apply their knowledge and understanding from classroom learning in other lessons. With adult support, they transfer their knowledge and understanding and apply it to school-based activities as part of a planned extension of their classroom learning. These activities are familiar to them. | | | | | | | | | | | | | | | |
| **Emerging 3**  **Applying** | After a teaching sequence, students apply their knowledge and understanding from classroom learning in other areas of school. With informal adult support, they transfer their knowledge understanding and apply it to school-based activities usually as part of a planned extension of their classroom learning, but sometimes spontaneously. These activities are usually familiar to them but may be new. | | | | | | | | | | | | | | | |
| **Emerging 4**  **Applying** | Students demonstrate some skill when applying their knowledge and understanding from classroom learning in a wide range of areas of school outside of explicit teaching. They transfer their knowledge understanding and apply it to school-based activities. Some of these activities will be new to them. | | | | | | | | | | | | | | | |
| **Intermediate 1**  **Analysing** | Immediately after explicit teaching, students begin to apply their skills, knowledge and understanding in some unfamiliar settings with direct support. They begin to transfer their skills, knowledge and understanding and apply them to new social contexts, including in the workplace or community. | | | | | | | | | | | | | | | |
| **Intermediate 2**  **Analysing** | After explicit teaching, students apply their skills, knowledge and understanding in unfamiliar settings with some support. They transfer their skills, knowledge and understanding and apply them to new social contexts, including in the workplace or community. | | | | | | | | | | | | | | | |
| **Intermediate 3**  **Analysing** | After a teaching sequence, students apply their skills, knowledge and understanding in a growing range of unfamiliar settings with indirect support. They transfer their skills, knowledge and understanding and apply them to new social contexts, including in the workplace or community. | | | | | | | | | | | | | | | |
| **Intermediate 4**  **Analysing** | Students apply their skills, knowledge and understanding in a range of unfamiliar settings with some indirect support. They transfer their skills, knowledge and understanding and apply them to new social contexts, including in the workplace or community. | | | | | | | | | | | | | | | |
| **Advanced 1**  **Evaluating** | Students can apply their skills, knowledge and understanding in a range of unfamiliar and increasingly challenging situations with support from peers; They start to deal with the inevitable unpredictability of the real world with increasing confidence; They can plan appropriately and follow their plans; They start to justify their plans and decisions; They start to evaluate their successes and set realistic goals for themselves. | | | | | | | | | | | | | | | |
| **Advanced 2**  **Evaluating** | Students can apply their skills, knowledge and understanding in a wide range of unfamiliar and challenging situations independently; They can deal with the inevitable unpredictability of the real world with increasing confidence; They can plan appropriately and follow their plans; They can justify their plans and decisions; They can evaluate their successes and set realistic goals for themselves. At this level, Students Positive Behaviour for Learning will be | | | | | | | | | | | | | | | |

# Part 3: What?

# Statutory Guidance

The term ‘Preparation for Adulthood’ comes from the 2014 Children and Families Act. **Under the Children and Families Act 2014, all** schools must have regard to the Special Educational Needs and Disability (SEND) Code of Practice when taking decisions relating to pupils with SEN or disabilities. The code applies equally to maintained schools, academies, and free schools.

Chapter 8 of the SEND Code of Practice provides statutory guidance on the duties, policies and procedures for organisations which work with and support children and young people who have special educational needs or disabilities relating to part 3 of Children and Families Act.

## For children and young people with special educational needs and disabilities, the Children and Families Act 2014 also replaced education statements with Education, Health and Care (EHC) Plans. EHC plans support children, young people and their families from birth to 25.

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), **must** have regard to:

* the views, wishes and feelings of the child or young person, and the child’s parents;
* the importance of the child or young person, and the child’s parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions;
* the need to support the child or young person, and the child’s parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, *preparing them effectively for adulthood*.

These principles are designed to support:

* the participation of children, their parents and young people in decision- making;
* the early identification of children and young people’s needs and early intervention to support them;
* greater choice and control for young people and parents over support;
* collaboration between education, health and social care services to provide support;
* high quality provision to meet the needs of children and young people with SEN;
* a focus on inclusive practice and removing barriers to learning; and
* *successful preparation for adulthood, including independent living and emplo*yment.

## **SEND Code of Practice: for 0 to 25 years**

The SEND Code of Practice establishes the four Preparation for Adulthood outcomes and places them at the heart of Education, Health and Care Plans. The Code clearly states that local authorities, education providers and their partners should work together to help children and young people to realise their ambitions in relation to the four Preparation for Adulthood outcomes. The Code states that, “with high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life.

The four outcomes are defined as:

* higher education and/or employment – including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies;
* independent living – enabling people to have choice and control over their lives and the support they receive, their accommodation and living arrangements, including supported living;
* participating in society – including having friends and supportive relationships, and participating in, and contributing to, the local community; and
* being as healthy as possible in adult life.”

Chapter 6 of the Code of Practice states that, “all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

* achieve their best;
* become confident individuals living fulfilling lives; and
* make a successful transition into adulthood, whether into employment, further or higher education or training.”

Chapter 7 of the Code of Practice states that, “being supported towards greater independence and employability can be life transforming for children and young people with SEN. This support needs to start early and should centre around the child or young person’s own aspirations, interests and needs. All professionals working with them should share high aspirations and have a good understanding of what support is effective in enabling children and young people to achieve their ambitions.”

Chapter 8 of the Code of Practice (Preparing for adulthood from the earliest years) sets out how professionals across education (including early years, schools, colleges and 16-19 academies), health and social care should support children and young people with special educational needs (SEN) or disabilities to prepare for adult life, and help them go on to achieve the best outcomes in employment, independent living, health and community participation.

**Participation of young people in education, employment and training: DfE guidance**

Schools are under a duty to secure independent careers guidance for pupils in years 8-13 on the full range of education and training options, including apprenticeships.

Schools are expected to work in partnership with local employers and other education and training providers like colleges, universities and apprenticeship and traineeship providers to ensure that young people can benefit from direct, motivating and exciting experiences of the world of work, to develop high aspirations and inform decisions about future education and training options.

**Careers Strategy: Making the most of everyone’s skills and talents**

The Government’s careers strategy, published on 4 December 2017, sets out a long-term plan to build a world-class careers system that will help young people and adults choose the career that is right for them.

To achieve this aim, the careers strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation’s Benchmarks to develop and improve their careers provision. The Gatsby Benchmarks are not a statutory framework but by adopting them, schools can be confident that they are fulfilling their legal duties: the existing duty to secure independent careers guidance and the new duty to provide opportunities to a range of providers of technical education and apprenticeships to access pupils to inform them about technical education qualifications or apprenticeships.

The careers strategy explains that both co-ordinated external support and an appropriately skilled and experienced leader in school are important to help schools meet the Benchmarks. This statutory guidance explains what support will be made available to schools between now and 2020.

The careers strategy sets out that every school needs a Careers Leader who has the energy and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks. Every school will be asked to name this Careers Leader. This requirement will be introduced in September 2018, by when more information and support will be made available.

**Careers Guidance and Access for Education and Training Providers**

This statutory guidance has been updated to expand on the aim set out in the Careers Strategy to make sure that all young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.

The guidance defines the 8 Gatsby Benchmarks that schools must begin to work towards and meet by the end of 2020. The 8 Gatsby Benchmarks are:

1. A Stable Careers Programme;
2. Learning from Career and Labour Market Information;
3. Addressing the Needs of Each Student;
4. Linking Curriculum Learning to Careers;
5. Encounters with Employers;
6. Experiences of Workplaces;
7. Encounters with Further and Higher Education; and
8. Personal Guidance.

The guidance clarifies schools’ statutory duties. These are:

1. Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds);
2. The governing body must ensure that the independent careers guidance provided:
   * is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
   * includes information on the range of education or training options, including apprenticeships and technical education routes;
   * is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.
3. The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This new law requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships;
4. The proprietor must prepare a policy statement setting out the circumstances in which education and training providers will be given access to pupils, and to ensure that this is followed. The policy statement must be published and must include:
   * any procedural requirement in relation to requests for access;
   * grounds for granting and refusing requests for access;
   * details of premises or facilities to be provided to a person who is given access.
5. The proprietor may revise the policy statement from time to time. The proprietor must publish the policy statement and any revised statement.

The guidance introduces Compass, an online self-evaluation tool for schools to use to assess how their careers support compares against the Gatsby Benchmarks and the national average. Schools should baseline themselves using this tool, consider the opportunities to improve their careers programme based on their confidential results, and track their progress against the Benchmarks over time.

The way in which careers guidance will continue to be considered during Ofsted inspection is set out in Ofsted’s Common Inspection Framework and School Inspection Handbook. A successful careers guidance programme will also be reflected in higher numbers of pupils progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges, further education colleges, universities or employment. Destination measures provide clear and comparable information on the success of schools in helping all of their pupils take qualifications that offer them the best opportunity to continue in education or training.

**OFSTED Framework – Personal Development**

The following ‘outstanding’ descriptors for Personal Development. Behaviour and Welfare are taken from the OFSTED Framework for Section 5 inspections:

* Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school;
* Pupils discuss and debate issues in a considered way, showing respect for others’ ideas and points of view;
* In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training;
* Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life;
* Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average;
* Pupils’ impeccable conduct reflects the school’s effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare;
* For individuals or groups with particular needs, there is sustained improvement in pupils’ behaviour. Where standards of behaviour were already excellent, they have been maintained;
* Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying;
* Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language;
* The school’s open culture actively promotes all aspects of pupils’ welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have;
* Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation;
* Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites; and
* Pupils’ spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

**Indicative Mastery Statements**

BEWISER is based on an informed assessment of progress towards formally identified and agreed Preparation for Adulthood outcomes. Outcomes for each individual student take into account their Special Educational Needs and Disabilities and their Transition needs. Outcomes are agreed at Annual Review and recorded on EHC Plans. All Preparation for Adulthood outcomes should be designed to move students towards one of the Indicative Mastery Statements (See table below.)

All P4A curriculum teaching, all tutor team delivered P4A, all cross-curriculum P4A teaching and all COMPASS sessions deliver learning outcomes that lead students towards these Indicative mastery Statements.

|  |  |  |
| --- | --- | --- |
| **P4A National Aims** | **BEWISER Objectives** | **P4A Outcomes: Indicative Mastery Statements** |
| **Good Health** | **Body Health** | 1. **INNER:** |
| 1. I choose to eat a balanced and varied diet that helps me maintain a healthy weight and lifestyle; 2. I can make good use of food labelling to help me make informed choices; 3. I can make informed decisions about recreational and medicinal drug use; 4. I understand the law on legal, illegal and controlled substances; and 5. I know how to access appropriate drugs information and support. |
| 1. **OUTER:** |
| 1. I willingly engage in activities that promote physical fitness in line with government advice; 2. I understand the lifelong benefits of maintaining a healthy lifestyle and how physical exercise benefits my emotional and physical health; and 3. I can identify a variety of activities that benefit both strength and cardio-vascular fitness. |
| **Emotional Health** | 1. **REGULATION:** |
| 1. I can recognise and name my own feelings and those of others; 2. I can respond to my own and others feelings appropriately; 3. I can wait for an appropriate time to discuss my feelings; and 4. I can listen to and follow appropriate advice. |
| 1. **RESILIENCE:** |
| 1. I can accept and give praise and criticism in a wide range of social, educational and work settings; 2. I can work hard to overcome difficulties; 3. I can make mistakes without giving up; and 4. I can deal with change appropriately. |

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| **P4A National Aims** | **BEWISER Objectives** | **P4A Outcomes: Indicative Mastery Statements** |
| **Employment** | **Work Education** | 1. **EXPERIENCE OF WORK:** |
| 1. I know, through experience, about a wide range of work sector settings related to curriculum subjects; and 2. I have demonstrated that I am employable through meaningful work experience. |
| 1. **TRANSITION:** |
| 1. I have clear ideas and realistic plans about my short, medium and long-term future; 2. I can write and update a CV; 3. I can complete an application form appropriately and independently; and 4. I can use a wide range of resources to seek college and job information and vacancies. |
| 1. **EMPLOYABILITY:** |
| 1. I have the employability skills to make me a realistic candidate for employment; 2. My attendance at school or at work is good; 3. I can arrive to a range of activities and events with clothing and equipment that is suitable; and 4. I am able to make my own plans to ensure I arrive on time and well-prepared for work and learning. |
| 1. **ENTERPRISE:** |
| 1. I can take part in a range of activities with employers and employees enthusiastically within this subject area; and 2. I understand how business works and can contribute to successful creative and collaborative enterprise projects within subject areas. |

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| --- | --- | --- |
| **P4A National Aims** | **BEWISER Objectives** | **P4A Outcomes: Indicative Mastery Statements** |
| **Independent Lives** | **Independence** | 1. **PERSONAL CARE:** |
| 1. I can look after my personal care needs safely and appropriately;and 2. I look after my own appearance and health needs appropriately, including accessing health services and advice when needed. |
| 1. **LIVING:** |
| 1. I can perform safely and confidently all the tasks required to maintain a clean and tidy living space; 2. I can manage my own finances responsibly and safely; and 3. I can travel safely and confidently, on a range of forms of public transportation to unfamiliar destinations. |
| **Safety** | 1. **ONLINE:** |
| 1. I can use the Internet, social media, mobile phones and other forms of electronic communication safely and responsibly; and 2. I have an age-appropriate attitude to risk. |
| 1. **PERSONAL:** |
| 1. I can keep myself safe in school, at home, and in the wider community; 2. I conduct myself in a way that helps me and others to learn effectively; and 3. I can provide basic first aid appropriately. |

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| --- | --- | --- |
| **P4A National Aims** | **BEWISER Objectives** | **P4A Outcomes: Indicative Mastery Statements** |
| **Friends, Relationships and Community Inclusion** | **Engagement** | 1. **OUTSIDERS:** |
| 1. I am tolerant of the views of others even when those views are different to my own; 2. I show respect to all people regardless of their socio-economic status, religion, race, sexuality, gender, profession, age or disability; and 3. I can successfully engage with new people and situations. |
| 1. **PARTICIPATION:** |
| 1. I can access a wide range of facilities and activities in the school; 2. I use retail and leisure facilities in my community confidently; 3. I take part in clubs or groups in my community; 4. I can access support services in my community; and 5. I volunteer. |
| **Relationships** | 1. **FRIENDS:** |
| 1. I have a stable, close group of trusted friends; 2. I manage disagreements appropriately; 3. I maintain friendships over a period of time; and 4. I engage in appropriate leisure activities outside of school with my friends. |
| 1. **PARTNERS:** |
| 1. If I am in an intimate relationship, I am able to conduct myself appropriately and make safe and informed decisions; 2. I understand issues related to consent and apply this knowledge appropriately; 3. I know about sexual health and contraception; and 4. I can seek appropriate RSE support. |

**Markbooks**

**Key Stage 3 and 4 (Excluding Key Stage 3 Nurture Group)**

At Key Stages 3 and 4 P4A is assessed using Mastery Statements, levels and footsteps in the same way as any other subject. P4A is assessed on 6 separate markbooks by six groups of staff. The assessment descriptors on each markbook are adapted to take into account the role each group of staff play in a student’s overall P4A development.

**COMPASS Wave 1 P4A**

Tutors assess the following P4A outcomes:

Social and Emotional Learning Programme

* Emotional Health: Regulation and Resilience – All Mastery Statements;
* Safety: Personal - I can keep myself safe in school, at home, and in the wider community; I conduct myself in a way that helps me and others to learn effectively;
* Engagement: Participation – All Mastery Statements; and
* Relationships; Friends – All Mastery Statements.

Careers Programme

* Work Education: Experience of Work – I have demonstrated that I am employable through meaningful work experience; Employability - All Mastery Statements;

The Independent Living Programme

* Independence: Personal Care and Living - All Mastery Statements;

Tutors have ultimate responsibility for inputting P4A assessment data into the Tutor P4A markbook but will rely on accurate feedback from tutor team LSAs, teachers and support staff, and parents and carers to do this.

**Curriculum P4A**

Timetabled P4A teachers will assess the following P4A Outcomes:

* Body Health: Inner - I can make informed decisions about recreational and medicinal drug use; I understand the law on legal, illegal and controlled substances; I know how to access appropriate drugs information and support;
* Work Education: Transition – All Mastery Statements;
* Safety: Personal – I can provide basic first aid appropriately;
* Engagement: Outsiders – All Mastery Statements;
* Relationships: Partners – All Mastery Statements.

**Cross-Curriculum**

All subject teachers will have some responsibility to assess P4A as part of their assessment of progress within their subject area. The focus for cross-curriculum p4A is Work Education as part of the Careers Programme (See Part 6).

Every subjects’ markbooks have three P4A Work Education Mastery Statements. These are the same across all subjects and help the school to meet Gatsby Benchmarks 1, 3, 4 and 5.

The three P4A Work Education Mastery Statements are:

1. I know, through experience, about a wide range of work sector settings related to curriculum subjects;
2. I can take part in a range of activities with employers and employees enthusiastically within this subject area;
3. I understand how business works and can contribute to successful creative and collaborative enterprise projects within this subject area.

**ICT**

In addition to the three P4A Work Education Mastery Statements, ICT teachers will assess the following P4A outcomes:

* Safety: Online

All ICT markbooks have one P4A Safety Mastery Statement. The P4A Safety Mastery Statement is:

1. I can use the Internet, social media, mobile phones and other forms of electronic communication safely and responsibly.

**PE**

In addition to the three P4A Work Education Mastery Statements, ICT teachers will assess the following P4A outcomes:

* Body Health: Outer

All PE markbooks have three P4A Body Health Mastery Statement. The P4A Body Health Mastery Statements are:

* I willingly engage in activities that promote physical fitness in line with government advice;
* I understand the lifelong benefits of maintaining a healthy lifestyle and how physical exercise benefits my emotional and physical health;
* I can identify a variety of activities that benefit both strength and cardio-vascular fitness.

**DT (Food)**

In addition to the three P4A Work Education Mastery Statements, DT (Food) teachers will assess the following P4A outcomes:

* Body Health: Inner

All DT (Food) markbooks have two P4A Body Health Mastery Statement. The P4A Body Health Mastery Statements are:

1. I choose to eat a balanced and varied diet that helps me maintain a healthy weight and lifestyle;
2. I can make good use of food labelling to help me make informed choices.

**Key Stage 3 Nurture Group**

The Key Stage 3 Nurture Group has an extra lesson of P4A to help meet their additional needs. This additional lesson is delivered through drama therapy. For the key stage 3 nurture group P4A is assessed using the same Mastery Statements, levels and footsteps. However, it is assessed on separate markbooks by seven groups of staff. The assessment descriptors on each markbook are adapted to take into account the role each group of staff play in a student’s overall P4A development.

**Tutor Team P4A**

Tutors assess the following P4A outcomes:

* Work Education: Experience of Work – I have demonstrated that I am employable through meaningful work experience; Employability - All Mastery Statements;
* Independence: Personal Care and Living - All Mastery Statements;
* Safety: Personal - I can keep myself safe in school, at home, and in the wider community; I conduct myself in a way that helps me and others to learn effectively;
* Engagement: Participation – All Mastery Statements.

Tutors have ultimate responsibility for inputting P4A assessment data into the Tutor P4A markbook but will rely on accurate feedback from tutor team LSAs and support staff to do this.

**Curriculum P4A**

Timetabled P4A teachers will assess the following P4A Outcomes:

* Body Health: Inner - I can make informed decisions about recreational and medicinal drug use; I understand the law on legal, illegal and controlled substances; I know how to access appropriate drugs information and support;
* Work Education: Transition – All Mastery Statements;
* Safety: Personal – I can provide basic first aid appropriately;
* Engagement: Outsiders – All Mastery Statements.
* Relationships: Partners – All Mastery Statements.

**Curriculum P4A (Drama Therapy)**

The Timetabled P4A drama therapy teacher will assess the following P4A Outcomes:

* Emotional Health: Regulation and Resilience – All Mastery Statements;
* Relationships; Friends – All Mastery Statements.

**Cross-Curriculum**

All subject teachers will have some responsibility to assess P4A as part of their assessment of progress within their subject area. The focus for cross-curriculum p4A is Work.

* Work Education: Experience of Work and Enterprise

Every subjects’ markbooks have three P4A Work Education Mastery Statements. These are the same across all subjects and help the school to meet Gatsby Benchmarks 1, 3, 4 and 5.

The three P4A Work Education Mastery Statements are:

1. I know, through experience, about a wide range of work sector settings related to curriculum subjects;
2. I can take part in a range of activities with employers and employees enthusiastically within this subject area;
3. I understand how business works and can contribute to successful creative and collaborative enterprise projects within this subject area.

**ICT**

In addition to the three P4A Work Education Mastery Statements, ICT teachers will assess the following P4A outcomes:

* Safety: Online

All ICT markbooks have one P4A Safety Mastery Statement. The P4A Safety Mastery Statement is:

1. I can use the Internet, social media, mobile phones and other forms of electronic communication safely and responsibly.

**PE including Sport**

In addition to the three P4A Work Education Mastery Statements, ICT teachers will assess the following P4A outcomes:

* Body Health: Outer

All PE markbooks have three P4A Body Health Mastery Statements. The P4A Body Health Mastery Statements are:

1. I willingly engage in activities that promote physical fitness in line with government advice;
2. I understand the lifelong benefits of maintaining a healthy lifestyle and how physical exercise benefits my emotional and physical health;
3. I can identify a variety of activities that benefit both strength and cardio-vascular fitness.

**DT (Food) including Hospitality**

In addition to the three P4A Work Education Mastery Statements, DT (Food) teachers will assess the following P4A outcomes:

* Body Health: Inner

All DT (Food) markbooks have two P4A Body Health Mastery Statements. The P4A Body Health Mastery Statements are:

1. I choose to eat a balanced and varied diet that helps me maintain a healthy weight and lifestyle;
2. I can make good use of food labelling to help me make informed choices.

**Key Stage 5 Work Pathway**

At Key Stages 5 P4A is assessed using Mastery Statements, levels and footsteps in the same way as any other subject. P4A is assessed on 7 separate markbooks by seven groups of staff. The assessment descriptors on each markbook are adapted to take into account the role each group of staff play in a student’s overall P4A development.

**Tutor Team P4A**

Tutors assess the following P4A outcomes:

* Emotional Health: Regulation and Resilience – All Mastery Statements;
* Safety: Personal - I conduct myself in a way that helps me and others to learn effectively;
* Relationships; Friends – All Mastery Statements;

Tutors have ultimate responsibility for inputting P4A assessment data into the Tutor P4A markbook but will rely on accurate feedback from tutor team LSAs and support staff to do this.

**Diploma P4A**

Timetabled Diploma P4A teachers will assess the following P4A Outcomes:

* Body Health: Inner - I can make informed decisions about recreational and medicinal drug use; I understand the law on legal, illegal and controlled substances; I know how to access appropriate drugs information and support;
* Safety: Personal – I can provide basic first aid appropriately;
* Relationships: Partners – All Mastery Statements.

**Diploma Work Experience**

All Diploma Work Experience teachers will assess the following P4A Outcomes:

* Work Education: Experience of Work – I have demonstrated that I am employable through meaningful work experience; Transition – All Mastery Statements;
* Employability - All Mastery Statements;

**Diploma ICT**

In addition to the three P4A Work Education Mastery Statements, ICT teachers will assess the following P4A outcomes:

* Safety: Online – I can use the Internet, social media, mobile phones and other forms of electronic communication safely and responsibly.

**Independence**

In addition to the three P4A Work Education Mastery Statements, ICT teachers will assess the following P4A outcomes:

* Independence: Personal Care and Living - All Mastery Statements;

**Independent Travel**

Independent Travel teachers will assess the following P4A outcomes:

* Body Health: Outer – All Mastery Statements; Inner - I willingly engage in activities that promote physical fitness in line with government advice; I understand the lifelong benefits of maintaining a healthy lifestyle and how physical exercise benefits my emotional and physical health; I can identify a variety of activities that benefit bother strength and cardio-vascular fitness.
* Safety: Personal - I can keep myself safe in school, at home, and in the wider community; I can access a wide range of facilities and activities in the school and wider community, safely and responsibly;
* Engagement: Outsiders and Participation – All Mastery Statements;

**Cross Curriculum**

All subject teachers will have some responsibility to assess P4A as part of their assessment of progress within their subject area. The focus for cross-curriculum p4A is Work.

* Work Education: Experience of Work and Enterprise

Every subjects’ markbooks have three P4A Work Education Mastery Statements. These are the same across all subjects and help the school to meet Gatsby Benchmarks 1, 3, 4 and 5.

The three P4A Work Education Mastery Statements are:

1. I know, through experience, about a wide range of work sector settings related to curriculum subjects;
2. I can take part in a range of activities with employers and employees enthusiastically within this subject area;
3. I understand how business works and can contribute to successful creative and collaborative enterprise projects within this subject area.

**Key Stage 5 College 1 and 2 Pathways**

For College 1 and 2 Pathway students, P4A is assessed using Mastery Statements, levels and footsteps in the same way as any other subject. P4A is assessed on 7 separate markbooks by seven groups of staff. The assessment descriptors on each markbook are adapted to take into account the role each group of staff play in a student’s overall P4A development.

**Tutor Teams**

P4A is assessed by tutor teams. Tutors have ultimate responsibility for inputting P4A assessment data into the Tutor P4A markbook but will rely on accurate feedback from tutor team LSAs and support staff to do this.

Tutors assess the following P4A outcomes:

* Emotional Health: Regulation and Resilience – All Mastery Statements;
* Safety: Personal - I conduct myself in a way that helps me and others to learn effectively;
* Relationships; Friends – All Mastery Statements.

**Diploma P4A**

Timetabled Diploma P4A teachers will assess the following P4A Outcomes:

* Body Health: Inner - I can make informed decisions about recreational and medicinal drug use; I understand the law on legal, illegal and controlled substances; I know how to access appropriate drugs information and support;
* Safety: Personal – I can provide basic first aid appropriately;
* Relationships: Partners – All Mastery Statements.

**Diploma Work Experience**

All Diploma Work Experience teachers will assess the following P4A Outcomes:

* Work Education: Experience of Work – I have demonstrated that I am employable through meaningful work experience;
* Employability - All Mastery Statements.

**Diploma ICT**

In addition to the three P4A Work Education Mastery Statements, ICT teachers will assess the following P4A outcomes:

* Safety: Online – I can use the Internet, social media, mobile phones and other forms of electronic communication safely and responsibly.

**Independence**

In addition to the three P4A Work Education Mastery Statements, ICT teachers will assess the following P4A outcomes:

* Independence: Personal Care and Living - All Mastery Statements.

**College Skills**

In addition to the three P4A Work Education Mastery Statements, ICT teachers will assess the following P4A outcomes:

* Work Education: Transition – All Mastery Statements.

**Diploma Independent Travel**

Independent Travel teachers will assess the following P4A outcomes:

* Body Health: Outer – All Mastery Statements; Inner - I willingly engage in activities that promote physical fitness in line with government advice; I understand the lifelong benefits of maintaining a healthy lifestyle and how physical exercise benefits my emotional and physical health; I can identify a variety of activities that benefit bother strength and cardio-vascular fitness.
* Safety: Personal - I can keep myself safe in school, at home, and in the wider community; I can access a wide range of facilities and activities in the school and wider community, safely and responsibly;
* Engagement: Outsiders and Participation – All Mastery Statements.

**Cross Curriculum**

All subject teachers will have some responsibility to assess P4A as part of their assessment of progress within their subject area. The focus for cross-curriculum p4A is Work.

* Work Education: Experience of Work and Enterprise

Every subjects’ markbooks have three P4A Work Education Mastery Statements. These are the same across all subjects and help the school to meet Gatsby Benchmarks 1, 3, 4 and 5.

The three P4A Work Education Mastery Statements are:

1. I know, through experience, about a wide range of work sector settings related to curriculum subjects;
2. I can take part in a range of activities with employers and employees enthusiastically within this subject area;
3. I understand how business works and can contribute to successful creative and collaborative enterprise projects within this subject area.

# Part 4:

# Pedagogy

# Climate Setting

The PSHE Association has developed the following evidence-based principles of good practice in PSHE education and these should underpin the teaching of all Preparation for Adulthood at Maplewell:

1. Start where children and young people are: find out what they already know, understand, are able to do and are able to say.  For maximum impact involve them in the planning of your PSHE education programme;
2. Plan a ‘spiral programme’ which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people;
3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives;
4. Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator;
5. Provide information which is realistic and relevant, and which reinforces positive social norms;
6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community;
7. Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential.  Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice.  Encourage staff, families and the wider community to get involved.
8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

The following teaching strategies are established pedagogical approaches to the delivery of outstanding P4A and are actively encouraged at Maplewell.

**Meet and Greet**

Welcome every student into the lesson personally. Show them that you are pleased to see them, interested in them as people and there to support them.

**Get Personal**

Plan activities that develop the group's identity. Teach active listening skills. Ask the students what they know and what they want to learn. Allow time for students to share stories and experiences, and express ideas and opinions. Opinions that are not in keeping with British Values should be heard and challenged, not silenced. Use the students experiences as a starting point for role plays and scenarios to make links between students’ lives and the topics being taught.

**Ground Rules**

At least one lesson of Preparation for Adulthood should be given to establishing a set of ground rules for each class. The ground rules should be student led and not imposed by the teacher. Ground rules establish a safe space for students to take educational risks and involve themselves in learning and talking about challenging issues. A thorough discussion of the ground rules in the context of the topic being introduced can give teachers vital feedback about students’ prior learning, misconceptions and anxieties and help personalise planning and delivery.

The ground rules should be reviewed at the start of each half term and amended to suit changing needs of the students and the demands of the topic. This will be especially important before delivering and Relationships and Sex Education.

The following is a good starting point for discussion about ground rules:

* If you ask a grown-up question, you should get a grown-up answer;
* You have to listen, but you don't have to talk;
* No one will ask you a personal question, so don't ask personal questions;
* We will use the correct names for things;
* We will laugh with each other, but not at each other;
* We will be careful about what we talk about outside of the classroom; and
* We will be honest.

It is good practice for agreed ground rules to be displayed in all P4A lessons and for students to be reminded of the ground rules at the start of each lesson.

**Confidentiality and Safeguarding**

Be proactive and discuss confidentiality and safeguarding with your class before the event as part of the setting of ground rules. Talk about your Duty of Care. Teach them about the steps you would have to take if you were concerned about their safety.

Given the nature of the subject it is inevitable that at some point a student will tell you something that is worrying. Be prepared to stop a child making a very public disclosure to the class by facilitating a confidential discussion with an appropriate adult. Record and report your concerns according to the procedures set out in the Child protection policy.

**Safe Talk**

Not every student has the verbal skills or confidence to join in with a class discussion. Establish systems for students to communicate their ideas and concerns in a range of ways. Have a comments box; use prompt cards for students to signal they have something to say in confidence; have a set of responses printed out that students can use to signal a response without speaking out. Introduce, and regularly return to, circle time. Explicitly teach social and communication skills

**Starters**

Starter activities set the tone for the lesson and at times, you will be asking students to be very honest about very personal subjects. Use a range of active and engaging starter activities to put students at ease. P4A teachers should have a wide repertoire of engaging starter activities that are fun, challenging and encourage students to join in. There is a wide range of starter activities available on the P4A website, but teachers are encouraged to invent their own and share them via the website.

**Distancing Techniques**

Whilst good PSHE teaching should put learning into the context of students’ real lives, there is a danger that discussions, scenarios and questions can become too personal: Students and teachers should share stories about feeling unsafe at times, or about times they got lost for example. Students and teachers should not however be sharing personal stories about sexual encounters or drug use. The following teaching tools are useful techniques for opening up debate about more challenging topics in a safer, less personal way.

All these techniques lend themselves to performance and recording, but be aware that the introduction of an audience or recording equipment may water down the quality of the work unless properly rehearsed.

**Role Play**

Role-play refers to activities where students simulate a scenario by assuming specific roles. In the classroom, students can work through a situation and practice behaviour for the real world.

Some students may play themselves while others are given roles that require them to behave in a way that they would not normally conduct themselves.

Some reasons to use role play include: To give students the opportunity to practice a situation that they might encounter in their careers or personal lives; To help students gain empathy for others; To allow students to see how they might react to a situation; To change attitudes and/or behaviours.

**Hot-Seating**

Related to role-play, hot- seating is where a character is questioned by other students about his or her background, behaviour and motivation. Even done without preparation, it is an excellent way of exploring scenarios and establishing positive behaviour patterns. Characters may be hot-seated individually, in pairs or small groups. The technique is additionally useful for developing questioning skills with the rest of the group.

The traditional approach is for the pupil playing the character to sit on a chair in front of the group (arranged in a semi-circle), although characters may be hot-seated in pairs or groups. It is helpful if the teacher takes on the role of facilitator to guide the questioning in constructive directions. To help students begin you can try hot-seating children in pairs (e.g. a pair of street urchins) or in groups (e.g. environmental protesters, refugees).

**Puppetry**

Puppetry in the classroom has many benefits. Students can build their own simple sock puppets and the act of making the puppet helps to establish security and confidence in the form.

Mistakes in puppetry and puppet-making allow students to fail in a very low-risk way and helps to build resilience and confidence.

Writing plays for the puppet allows students to take risks with accents, characters and plots that they wouldn’t take if they were required to act out live.

**Storyboards**

The storyboard teaching strategy helps students keep track of main ideas and supporting details in a narrative by having them illustrate important scenes in a story.

Storyboarding can be used when texts are read aloud, or it can be used to help students summarize and retain main ideas of a story they have read to themselves.

Checking the thoroughness and accuracy of students’ storyboards is an effective way to evaluate reading comprehension before moving on to more analytic tasks.

Storyboards can be easily differentiated by requiring students to:

* divide the story in to fewer, simpler parts, such as a beginning, middle and end;
* Adding speech and thought bubbles to show understanding of characters beyond the literal level;
* Adding stage directions;
* Developing the storyboard into a performance using the techniques described above.

**Constructing Dialogue**

Preparation for Adulthood in the classroom is a talking subject. Students learn through constructive dialogue. However, as teachers we must construct the right conditions for this dialogue. Students need to be taught explicitly the rules that govern the 'hidden curriculum': social norms, turn-taking, body language, active listening, empathy...

Once established, constructive dialogue should be a staple part of every P4A classroom lesson, providing students opportunities to share feelings, express ideas, challenge opinions, explore concepts, play out scenarios, review and evaluate learning.

Here are a few ideas to help construct the dialogue that is more focussed on learning objectives and outcomes and is not dominated by one or two more vocal students.

**Circle Time**

Structured, formalised discussion time. Remove the class desks and set out the chairs in a circle. Allow a space for students to enter the circle, but keep the chairs close together. Have a cue, like a bean bag or talking hat, to pass around - only the person with the cue is allowed to speak.

**Diamond Nine**

Give students 9 related topic ideas. Rank ordering 9 ideas is too hard for most people, so instead ask them to rank in a diamond pattern: 1 at the top, 1 at the bottom, and in between a row of 2, then 3, then 2 again, creating a diamond pattern. There are fewer specific choices to make, but students still have to engage with all nine ideas.

**Don’t Ask Me**

In any discussion activity, students will try to bypass the group discussion part and share their ideas directly with staff. You want your students to speak to each other. Give each team a set number of laminated question marks. They can use each one to ask staff 1 question, but then they lose it, so they have to make their question count. You could add a bonus prize for a team that retains their card to the end. Less able groups can have more question marks; more able groups fewer. If they waste a question asking, “What time is it?” then that becomes a learning point when they have no cards left to ask more important questions.

**Watch and Listen**

For paired discussion, add a third person to act as an observer. Get them to make notes on the communication skills used: Smile; Eye Contact; Posture; Mirroring; Positive reinforcement; Questioning; Summarising; Clarifying. The third person can be a student if you want to teach active listening alongside your topic; Or it could be a good task for your LSA to reinforce the importance of Active Listening and get students to focus.

**World Cafe**

Seemingly complicated, but very effective, the World Café is a way of structuring group discussion around a series of questions related to a topic. This technique is a great way of introducing a new topic and can provide useful feedback for teachers about misconceptions and prejudices that can then be addressed in subsequent teaching. It also encourages students to work with people they wouldn’t normally, but in short, manageable blocks of time.

The numbers and timings can be adjusted to suit the group size, but for a typical class of 12-14 students it might work like this:

1. Set out three group tables with a large sheet of paper and a pen on each table. On each sheet of paper write a different question related to the main topic. You may also provide stimulus objects or pictures to go alongside the question, or keywords, but be careful as any additional resources may inadvertently lead students to a particular way of thinking.
2. Divide the class into 3 equal groups, assign a scribe, and set a time limit (8 minutes) to discuss their question.
3. At the end of the allotted time, the scribe stays at the table while the rest of the group move to the next table. Once settled, the scribe summarises what has been discussed already by reading back their notes, and then passes the pen on to another student who takes the role of scribe.
4. Reduce the time slightly (6 minutes) as some ideas have already been recorded and ask the group to add to the conversation that has been started.
5. Repeat until most students have sat at every table, reducing the timings each time. Ask students to return to their original groups and give them time to read the notes.
6. Ask students for feedback.

Large sheets can be photographed and used as evidence in students’ exercise books or on learning journeys.

# Part 5:

# Content

# COMPASS Wave 1 P4A

**The Social and Emotional Learning Programme**

To support tutors and tutor teams in the delivery of the Social and Emotional Learning Programme, we deliver a whole school curriculum that aims to teach and promote personal skills and qualities, knowledge and understanding, attitudes and ambition that underpin positive prosocial thinking and behavior, and effective learning.

This whole school approach contributes to the delivery of Emotional Health, Safety and Engagement P4A Mastery Statement outcomes.

To facilitate this coordinated curriculum, a whole-school assembly is held each Monday to introduce the Social and Emotional theme of the week. At the end of this assembly, tutors and their teams are provided with the teaching resources and display materials to reinforce this theme and deliver additional themed learning activities during tutor time.

During tutor time, all students will have the opportunity to work through issues that would otherwise stop them from learning and building positive relationships. This curriculum also allows them to learn those cognitive, emotional, behavioural and social skills that will help them to lead happy, healthy and fulfilling lives as valued members of their community, regardless of their learning difficulties and disabilities.

# To encourage students to put into practice the social and emotional behaviours taught in tutor time, each student will be issued with a COMPASS Card which they use to collect staff signatures when they demonstrate the behaviours taught that week.

Students who fill their cards will be able to trade the cards in for a COMPASS wristband which will be awarded to students at the following week’s Monday assembly.

At the end of each half-term, students will be able to trade their wristbands for additional learning points that can then be used to access rewards.

The Social and Emotional Learning theme of the week will be linked to a wide range of texts to support tutor reading time.

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| **The Social and Emotional Learning Programme** | |
|  | **Curriculum P4A** |
| **Autumn 1** | Emotional Health: Regulation  1. Understanding why we do SEL, how we have group discussions & do role plays; 2. Understanding the link between thoughts, feelings & behaviours; 3. Naming and recognizing my own feelings & learning emotional vocabulary; 4. Recognizing other people’s feelings – body language, language & actions; 5. Distinguishing between levels of emotional intensity; 6. Understanding & coping with changing feelings; 7. Coping with other people’s feelings at home |
| Mastery Statements | a) I can recognise and name my own feelings and those of others; b) I can respond to my own and others feelings appropriately; c) I can wait for an appropriate time to discuss my feelings; and d)I can listen to and follow appropriate advice. |
| **Autumn 2** | Relationships: Friends  1. How do we know that our behaviour choices are right or wrong? 2. Empathy – how would you feel if…; 3. Anti-bullying week – what is bullying & how do I cope with it? 4. Why do we need to develop self-control? 5. Respect – what is it & how do we show it? 6. Tolerance – why do we need to learn to be tolerant? 7. Merry Christmas – Kindness and giving charity? |
| Mastery Statements | a) I have a stable, close group of trusted friends; b) I manage disagreements appropriately; c) I maintain friendships over a period of time; and d) I engage in appropriate leisure activities outside of school with my friends. |
| **Spring 1** | Emotional Health: Regulation  1. Is it possible to control our feelings? 2. What are the consequences of poor self-control? 3. What happens to our bodies when we become upset? 4. What can I do not to lose my temper? 5. What can I do to calm down after I have lost my temper? |
| Mastery Statements | a) I can recognise and name my own feelings and those of others; b) I can respond to my own and others feelings appropriately; c) I can wait for an appropriate time to discuss my feelings; and d)I can listen to and follow appropriate advice. |
| **Spring 2** | Emotional Health: Resilience  1. What does “thinking good” have to do with “feeling good”? 2. Recognising and changing over-the-top thoughts and feelings; 3. Recognising and changing All or Nothing thoughts and feelings; 4. Recognising and changing negative thoughts and feelings; 5. Recognising and Changing Self-Blame thoughts and feelings. |
| Mastery Statements | a) I can accept and give praise and criticism in a wide range of social, educational and work settings; b) I can work hard to overcome difficulties; c) I can make mistakes without giving up; and d) I can deal with change appropriately. |
| **Summer 1** | Relationships: Friends  1. Arguing – how good are you at putting your point forward? 2. How to argue your point when you are faced with difficult choices; 3. Debating a specific example – Why is it not a good to …? 4. Debating charity – why should we be bothered to help other people? 5. Summary – top tips to use when arguing your point of view. |
| Mastery Statements | a) I have a stable, close group of trusted friends; b) I manage disagreements appropriately; c) I maintain friendships over a period of time; and d) I engage in appropriate leisure activities outside of school with my friends. |
| **Summer 2** | Safety: Personal  1. Introduction to staying safe, busy and happy during the summer; 2. How to get on with your siblings or youngsters in your house; 3. Staying safe when you spend time with your friends; 4. Staying safe when you go on outings; 5. What to do when you are in trouble; 6. Top tips for coping with adults, siblings, friends & outings |
| Mastery Statements | a) I can keep myself safe in school, at home, and in the wider community; b) I conduct myself in a way that helps me and others to learn effectively; |

**The Careers Programme**

Tutor Teams should be aware of their additional responsibility to deliver and assess some P4A outcomes as part of the schools Careers Programme. See part 6 for more details.

Tutor teams will assess the following Work Education Mastery Statements as part of their pastoral responsibilities:

* I have the employability skills to make me a realistic candidate for employment;
* I attend school or work;
* I can arrive to a range of activities and events with clothing and equipment that is suitable;
* I am able to make plans to ensure they arrive on time and well-prepared for work and learning.

Whilst tutors may deliver some tutor time sessions to address these specific Mastery Statements, particularly around employability skills, it is envisaged that learning against these statements will be delivered on an individual basis as a part of a tutors ongoing pastoral responsibility to ensure students attend school, are on time for lessons and bring the correct equipment.

# Curriculum P4A

The P4A curriculum follows a ‘spiral’ programme with each half term being dedicated to a single broad topic across all year groups. This allows for teachers to build on prior learning year on year and adapt the specific content to the specific needs of their students, share resources and work collaboratively.

The P4A programme is broad enough to allow P4A teachers flexibility to meet the specific learning needs of students. Resources to support the delivery of lessons are available on the P4A website and teachers are encouraged to develop their own plans and resources based on the pedagogy outlined in part 4 of this document.

At Key Stage 4, teachers are expected to deliver content that leads to evidence for students to gain a Gateway Level 1 certificate in Personal Well-Being. Entry Level and Level 2 versions of each module are available.

Students in key stage 4 broadly follow the same ‘spiral’ programme, with topics developed to extend thinking and topics having a more mature content, but Gateway modules have been chosen to sit alongside these topics.

The P4A curriculum programme should be balanced alongside the P4A qualification programme but it is envisaged that Key Stage 4 lessons should not be overwhelmed by the production of portfolio evidence, but that the delivery of the curriculum programme should lead to the production of evidence as a natural consequence of good teaching. It is however understood that at times some P4A lessons will need to be dedicated to the production of Gateway evidence.

Chris Hoult will provide support and resources for the delivery and assessment of the Gateway Modules.

When delivering Relationships and Sex Education outside of the Science Curriculum, all staff must adhere to the practices set out in the school’s Relationships and Sex Education policy.

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| **Key Stage 3** | |
|  | **Curriculum P4A** |
| **Autumn 1** | Work Education: Transition  All students produce a personalised ‘roadmap’ style single page profile. This should take on more of the features of a CV where appropriate. |
| Mastery Statements | I have clear ideas and realistic plans about my short, medium and long-term future; I can write and update a CV; I can complete an application form appropriately and independently; and I can use a wide range of resources to seek college and job information and vacancies. |
| **Autumn 2** | Relationships: Friends and Partners  Relationships and Sex Education: Making and Sustaining friends and relationships |
| Mastery Statements | If I am in an intimate relationship, I am able to conduct myself appropriately and make safe and informed decisions; I understand issues related to consent and apply this knowledge appropriately; I know about sexual health and contraception; and I can seek appropriate RSE support. |
| **Spring 1** | Emotional Health: Resilience and Regulation  Based on Whole-School P4A themes |
| Mastery Statements |  |
| **Spring 2** | Safety: Personal  First Aid |
| Mastery Statements | I can provide basic first aid appropriately |
| **Summer 1** | Engagement: Outsiders  Tolerance; Respect; British Values |
| Mastery Statements | I am tolerant of the views of others even when those views are different to my own; I show respect to all people regardless of their socio-economic status, religion, race, sexuality, gender, profession, age or disability; and I can successfully engage with new people and situations. |
| **Summer 2** | Body Health: Inner  Drugs Education: Tobacco; Alcohol; Medication; Controlled Substances |
| Mastery Statements | I can make informed decisions about recreational and medicinal drug use; I understand the law on legal, illegal and controlled substances; I know how to access appropriate drugs information and support |

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| **Key Stage 3 Nurture** | | |
|  | **Curriculum P4A** | **Curriculum P4A (Drama Therapy)** |
| **Autumn 1** | Work Education: Transition  All students produce a personalised ‘roadmap’ style single page profile. This should take on more of the features of a CV where appropriate. | Emotional Health: Regulation and Reslience  I can recognise and name my own feelings and those of others; I can respond to my own and others feelings appropriately; I can wait for an appropriate time to discuss my feelings; and I can listen to and follow appropriate advice.  I can accept and give praise and criticism in a wide range of social, educational and work settings; I can work hard to overcome difficulties; I can make mistakes without giving up; and I can deal with change appropriately.  Relationships: Friends  I have a stable, close group of trusted friends; I manage disagreements appropriately; I maintain friendships over a period of time; and I engage in appropriate leisure activities outside of school with my friends. |
| Mastery Statements | I have clear ideas and realistic plans about my short, medium and long-term future; I can write and update a CV; I can complete an application form appropriately and independently; and I can use a wide range of resources to seek college and job information and vacancies. |
| **Autumn 2** | Relationships: Friends and Partners  Relationships and Sex Education: Making and Sustaining friends and relationships |
| Mastery Statements | If I am in an intimate relationship, I am able to conduct myself appropriately and make safe and informed decisions; I understand issues related to consent and apply this knowledge appropriately; I know about sexual health and contraception; and I can seek appropriate RSE support. |
| **Spring 1** | Emotional Health: Resilience and Regulation  Based on Whole-School P4A themes |
| **Spring 2** | Safety: Personal  First Aid |
| Mastery Statements | I can provide basic first aid appropriately |
| **Summer 1** | Engagement: Outsiders  Tolerance; Respect; British Values |
| Mastery Statements | I am tolerant of the views of others even when those views are different to my own; I show respect to all people regardless of their socio-economic status, religion, race, sexuality, gender, profession, age or disability; and I can successfully engage with new people and situations. |
| **Summer 2** | Body Health: Inner  Drugs Education: Tobacco; Alcohol; Medication; Controlled Substances |
| Mastery Statements | I can make informed decisions about recreational and medicinal drug use; I understand the law on legal, illegal and controlled substances; I know how to access appropriate drugs information and support |

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| **Year 10** | | |
|  | **Curriculum P4A** | **Gateway Module** |
| **Autumn 1** | Work Education: Transition  All students produce a personalised ‘roadmap’ style single page profile. This should take on more of the features of a CV where appropriate. | Developing Confidence and Self-Esteem (C1) |
| Mastery Statements | I have clear ideas and realistic plans about my short, medium and long-term future; I can write and update a CV; I can complete an application form appropriately and independently; and I can use a wide range of resources to seek college and job information and vacancies. | |
| **Autumn 2** | Relationships: Friends and Partners  Relationships and Sex Education: Risk and Peer Pressure; Contraception; Consent; Parenting | Understanding Risk (E1) |
| Mastery Statements | If I am in an intimate relationship, I am able to conduct myself appropriately and make safe and informed decisions; I understand issues related to consent and apply this knowledge appropriately; I know about sexual health and contraception; and I can seek appropriate RSE support. | |
| **Spring 1** | Emotional Health: Resilience and Regulation  Bullying | Recognising and Dealing with Bullying (D1) |
| **Spring 2** | Safety: Personal  First Aid |
| Mastery Statements | I can provide basic first aid appropriately | |
| **Summer 1** | Engagement: Outsiders  Tolerance; Respect; British Values | Beliefs and Values (A1) |
| Mastery Statements | I am tolerant of the views of others even when those views are different to my own; I show respect to all people regardless of their socio-economic status, religion, race, sexuality, gender, profession, age or disability; and I can successfully engage with new people and situations. | |
| **Summer 2** | Body Health: Inner  Drugs Education: Tobacco; Alcohol; Medication; Controlled Substances | Drugs and Substance Misuse (B1) |
| Mastery Statements | I can make informed decisions about recreational and medicinal drug use; I understand the law on legal, illegal and controlled substances; I know how to access appropriate drugs information and support | |

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| **Year 11** | | |
|  | **Curriculum P4A** | **Gateway Module** |
| **Autumn 1** | Work Education: Transition  All students produce a personalised ‘roadmap’ style single page profile. This should take on more of the features of a CV where appropriate. | Enrichment activity – Personal Well-Being (C1) |
| Mastery Statements | I have clear ideas and realistic plans about my short, medium and long-term future; I can write and update a CV; I can complete an application form appropriately and independently; and I can use a wide range of resources to seek college and job information and vacancies. | |
| **Autumn 2** | Relationships: Friends and Partners  Relationships and Sex Education: Risk and Peer Pressure; Contraception; Consent; Parenting | Sex and Relationships (B1) |
| Mastery Statements | If I am in an intimate relationship, I am able to conduct myself appropriately and make safe and informed decisions; I understand issues related to consent and apply this knowledge appropriately; I know about sexual health and contraception; and I can seek appropriate RSE support. | |
| **Spring 1**  Mastery Statements | Emotional Health: Resilience and Regulation  Alligned to whole-school P4A themes | Understanding Feelings and Emotions (D1) |
| **Spring 2** | Emotional Health: Resilience and Regulation  Alligned to whole-school P4A themes | Understanding Body Image |
| **Summer 1** | Body Health: Inner  Drugs Education: Tobacco; Alcohol; Medication; Controlled Substances | Healthy Lifestyles (B1) |
| **Summer 2** |
| Mastery Statements | I can make informed decisions about recreational and medicinal drug use; I understand the law on legal, illegal and controlled substances; I know how to access appropriate drugs information and support | |

# Part 6:

# The Careers Programme

**Gatsby Benchmark 1: A stable careers programme**

Taught and assessed on the curriculum using the BEWISER assessment tool under Work Education.

The Mastery Statements for Work Education on the BEWISER Assessment Tool describe the main elements of the careers programme. Using these mastery statements, the careers programme aims to ensure students have the knowledge and understanding, personal and social skills, attitudes and values to:

* Know, through experience, about a wide range of work sector settings related to curriculum subjects;
* Demonstrate employability through meaningful work experience;
* Have clear ideas and realistic plans about the short, medium and long-term future;
* Write and update a CV;
* Complete an application form appropriately and independently;
* Use a wide range of resources to seek college and job information and vacancies;
* Have the employability skills to be a realistic candidate for employment;
* Have good attendance at school or at work;
* Arrive to a range of activities and events with clothing and equipment that is suitable;
* Be able to make plans to arrive on time and well-prepared for work and learning;
* Take part in a range of activities with employers and employees enthusiastically within every subject area;
* Understand how business works and contribute to successful creative and collaborative enterprise projects within all subject areas.

The Careers Programme is delivered from Year 7 through to Year 14. It is planned by the Careers Leader, Rob Cooper. Schemes of Work contributing to externally assessed qualifications are planned by Chris Hoult.

The careers programme is shared with all teachers. All teachers are subject to internal monitoring systems including book checks and observations to ensure that all areas of the programme are delivered.

At the start of each academic year, all students create a variety of plans and roadmaps to represent their short, medium and long-term plans. These plans will be presented formally as CVs, and visually. The visual representations will be introduced at their Annual review and included in students’ Education, Health and Care Plans in Section A. This scheme of work will last for the first half-term.

Students will be taught how to use a variety of online and paper-based resources to inform their planning and as they progress through the year groups, these plans will become more realistic, more detailed and more specific to their transition pathways.

From September 2018, all teachers will assess Careers education as part of their subject assessment. All teachers will be assessing against the following 3 Mastery Statements:

1. I know, through experience, about a wide range of work sector settings related to curriculum subjects;
2. I can take part in a range of activities with employers and employees enthusiastically within this subject area;
3. I understand how business works and can contribute to successful creative and collaborative enterprise projects within this subject area.

The assessment of progress towards these statements mean that all teachers in every subject will be required to write into their schemes of work how they will deliver these aspects of the careers programme. This will ensure that every student will have at least one experience of work by the end of year 11.

Tutor teams also have a role to play in delivering the careers programme. Tutors will deliver planned preparation units for students going out on work experience. They will also deliver planned reviews of these work placements. The personalised nature of these work placements mean that planning for and reviewing work experience may take place at any time of the year. All students will have at least one work experience placement during Key Stage 5. The length and nature of this work experience will be dictated by each students’ Special Education and Transition needs.

Tutor teams will also deliver the careers programme to ensure students:

* have the employability skills to make them a realistic candidate for employment;
* Attend school or work;
* can arrive to a range of activities and events with clothing and equipment that is suitable;
* Are able to make plans to ensure they arrive on time and well-prepared for work and learning.

**Gatsby Benchmark 2: Learning from career and labour market information**

Students, parents and carers will have access to career and labour market information via the school website. Labour market information form the Leicestershire Local Enterprise Partnership (LLEP) will be published on the school website and students, parents and carers will be signposted to these.

The same labour market information will be on display around the school in tutor rooms, on the television screens around school and in the Compass building.

Labour market information will also be shared via email with staff, be displayed in staff rooms.

**Gatsby Benchmark 3: Addressing the needs of each pupil**

The school is structured to address the needs of all students. There are nurture groups at Key Stages 3 and 4 and their timetables afford additional time for P4A.

At key stage 5, the curriculum pathways give all students dedicated P4A curriculum time and extensive opportunities to engage with employers and training providers and participate in a wide range of experiences of work.

Additional support from LSAs, Tas, HLTAs, SSWs, Youth Workers, counsellors and therapists ensure the needs of all students can be addressed.

Our ability to personalise timetables allows us to meet the special education and transition needs of all our students.

**Gatsby Benchmark 4: Linking curriculum learning to careers**

Work Education Mastery statements are embedded in all subject areas’ markbooks. These mastery statements are:

1. I know, through experience, about a wide range of work sector settings related to curriculum subjects;
2. I can take part in a range of activities with employers and employees enthusiastically within this subject area;
3. I understand how business works and can contribute to successful creative and collaborative enterprise projects within this subject area.

**Gatsby Benchmark 5: Encounters with employers and employees**

The Work Education Mastery statements embedded in all subject areas’ markbooks ensures that students have many encounters with employers and employees from Year 7 through to Year 14.

All Year 11-14 students encounter employers and employees at the Skills show in Birmingham.

K5 Students all have the opportunity to engage with employees and employers at local and regional careers events, at speed networking events, and as part of the P4A programme in K5.

Key Stage assemblies are used to deliver encounters with employers and employees.

All encounters with employers and employees are evidenced in P4A and curriculum subject exercise books and portfolios, they are tracked using the online tracker tool, and they are recorded in students’ learning journeys.

**Gatsby Benchmark 6: Experiences of workplaces**

The Learning difficulties and disabilities of our students combined with the demands of GCSE exams in Key Stage 4 means that the vast majority of our students engage in formal work experience in Key Stage 5.

This is a strategic decision to ensure our students attain the highest possible grades at GCSE in Year 11.

Occasionally, Year 11 students will engage in Work Experience as part of a personalised education programme to manage their behaviour, ensure attendance and engagement, and to secure good educational outcomes.

All K5 students engage in at least one work experience opportunity each year and the curriculum is designed to allow K5 students to engage in multiple and/or extended work placements and internships.

The cross curricular Work Education mastery statements embedded into every subject markbook, ensure that students from year 7 and in each subsequent year have experience of workplaces linked to curriculum learning.

**Gatsby Benchmark 7: Encounters with further and higher education**

At the beginning of each academic year, the school hosts a transition event to which representatives of all Leicestershire’s FE colleges and Independent Colleges are invited. Students of all ages are timetabled to attend and encouraged to engage with these representatives. Colleges are provided with display space and facilities to meet with students and their families.

All local FE colleges are invited by letter to deliver assemblies and are provided with a range of dates to do so. Colleges have access to students in all year groups and at all times of the academic year.

College representatives are invited to all transition Annual Reviews of Year 11-14 students in their local area.

**Gatsby Benchmark 8: Personal guidance**

A qualified and registered Careers advisor is contracted to attend the school’s transition event and all students are able to book an appointment with them.

Students identified at risk of becoming NEET will have a Connexions advisor.

All students receive pastoral guidance from tutors and support staff.

Year 11 – 14 staff receive career guidance from Ann Proctor, the school’s work experience co-ordinator.

The Annual Review meeting provided personal guidance to all students and their families.

**Compass**

Compass is an online self-evaluation tool for schools to use to assess how their careers support compares against the Gatsby Benchmarks and the national average. Schools should baseline themselves using this tool, consider the opportunities to improve their careers programme based on their confidential results, and track their progress against the Benchmarks over time.

Our last self-assessment using Compass was made on 24th June, 2018. The results were as follows:

* Benchmark 1 – 5%;
* Benchmark 2 – 50%;
* Benchmark 3 – 42%;
* Benchmark 4 – 25%;
* Benchmark 5 – 0%;
* Benchmark 6 – 50%;
* Benchmark 7 – 33%;
* Benchmark 8 – 0%

# Part 7:

# School Policies

# Associated Policies

All staff should have a professional working knowledge of the following related School Policies. Where the information contained in this framework appears to contradict the information contained in a specific school policy, staff should always hold the school policy to be the correct and accurate version.

* Positive Behaviour for Learning Policy;
* Child Protection Policy;
* Relationships and Sex Education Policy;
* Supporting Pupils with Long-Term Medical Conditions;
* Alcohol, Smoking and Substance Misuse Policy;
* Anti-Bullying Policy;
* Autism Policy;
* E-Safety Policy;
* Literacy Across the Curriculum Policy;
* Off-Site Educational Visits Policy;
* Safety and Supervision of Pupils when using Transport;
* Numeracy and Literacy Policy;
* Teaching, Learning and Assessment Policy;
* Home School Project Policy;
* Use of Mobile Phones and other Electronic Devices; and
* Staff Code of Conduct and Safe Practice.