
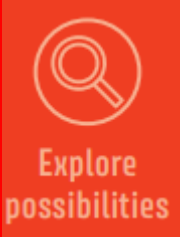







# Careers Programme

At Shorefields we like to refer to the word “career” as an individual’s pathway through life. We hope to support all our students to have “careers” that are progressive, meaningful, autonomous and that it reflects their hopes, ambitions, personal preferences and needs.


	SUNSHINE 1 - 7	G.B
 <p>Grow throughout life</p> <p><u>Grow throughout life by learning and reflecting on yourself, your background and your strengths:</u></p>	<ul style="list-style-type: none"> <li>• <b>being aware of people who can help them</b> “People who helps us” topic: Community visits, PHSE All about me-my local world and beyond Community-identifying safe strangers in shops etc.</li> <li>• <b>recalling what they have experienced and achieved</b> Positive praise, recalling visits and activities though discussions- what the students liked? What did they find hard? What are they proud of/did well? Done as part of daily goodbye sessions. Celebrating achievements on “Amazing work” displays. Complete community log, to reflect on career related experiences, Sporting events organised by PE lead End of the day plenary ‘star jar’, naming successes of students from the day Annual review PowerPoints</li> </ul>	GB1 GB4 GB5
	<ul style="list-style-type: none"> <li>• <b>being willing to try something new/ being willing to challenge themselves</b> Encouraging growth and positive mind set. Students supported to try new things, integrated across subjects and throughout the curriculum. These will include foods, textures and experiences. Creating a safe and reassuring environment where students can push themselves beyond their normal comfort zones. Going Sporting events, Building good relationships with students, creating a safe learning environment to help them feel confident to try new things. Having social stories, to prepare students on an individual basis and Opportunities to go on new trips throughout the year to have new experiences</li> </ul>	GB3
	<ul style="list-style-type: none"> <li>• <b>being aware how they feel when they have learnt something new</b> Celebrating work, experiences and activities on displays and end of day plenary. Positive praise given during feedback on how they have done in their work and Participation in PSHE –feelings.</li> </ul>	GB3
	<ul style="list-style-type: none"> <li>• <b>feeling positive about who they are/ recognising their successes in learning</b> Supporting the growth of students’ self-esteem, though encouragement, positive praise and sharing achievements on “Tapestry” and display boards. Helping students to recognise and share their ability’s, accomplishments and personal positive attributes when completing their “All about me” in PHSE, Participation in RSE Day and anti-bullying week.</li> </ul>	GB3
	<ul style="list-style-type: none"> <li>• <b>being confident to request help</b> Helping our students to grow self-confidence to request help by nurturing positive relationships with staff and peers and modelling behaviour.</li> </ul> <p><b>Other activities, learning opportunities and experiences that our students may have, that will support their “Grow throughout Life” are:</b></p>	GB3 GB2

	<ul style="list-style-type: none"> <li>• Create personal profile, Identifying likes and dislikes</li> <li>• Update personal profile: Identifying likes and dislikes Identify individual goals and aspirations</li> <li>• Reflect on achievements and contribute towards their annual review.</li> <li>• Transition Challenge: citizenship Sensory-Transition Challenge: Self-help and independence." knowing who I am".</li> <li>• Personal, social, citizenship, health and economic education (PSCHE)</li> <li>• Reflect on achievements and contribute towards their annual review.</li> <li>• ASDAN personal progress- units from personal development/community participation/ EWAY: People</li> <li>• Units of ASDAN Personal and social development (PSD)</li> <li>• Involved in schools enterprise project.</li> <li>• An opportunity to complete travel training where appropriate.</li> <li>• Relationships and sex education (RSE) and health education</li> <li>• Encounters with future providers of further education and social care providers (SEND forward event, Provider programme, work experience (where appropriate) experiences of the work place and careers week activities)</li> </ul>	<b>GB4</b> <b>GB5</b> <b>GB6</b> <b>GB7</b> <b>GB8</b>
 <p><b>Explore the full range of possibilities open to you</b></p>	<ul style="list-style-type: none"> <li>• <b>talking about tasks that they have carried out</b> Recapping the day at good bye. Reflect on achievements and contribute towards their annual review. Creating displays from their work for them to reflect on round school.</li> <li>• <b>discovering the jobs that help the school to run</b> Included in "people who help us" Class role – e.g. snack monitor, chair monitor. Running errands to office, etc to support the class. Cooking in the café to sell to others in the school.</li> <li>• <b>recognising jobs that involve harvesting, making, providing a service or finding out</b> Community visits and encounters with a variety of professionals during Careers week. School visits to farms, etc. Horticultural area to discuss and explore how professionals grow fruits, vegetables and other plants.</li> <li>• <b>being able to identify jobs that they think are similar/ being able to give examples of jobs in different sectors</b> Included in "people who help us"</li> <li>• <b>being able to identify the subjects and topics they are learning about</b> Visual timetables and schedules (individual, if needed)</li> <li>• <b>Participate in activities that will give them a better understanding and knowledge about future options</b> Having meaningful and suitable encounters with employers. Make visits to a range of local 19+ provisions as part of the schools Provider Programme. Year 14 external work experience where appropriate (Including all pre and post work paper work), Transition planning meetings (Both student and parent/carer where appropriate).</li> <li>• <b>Use a range of recourses to explore possibilities</b></li> </ul>	<b>GB1</b> <b>GB3</b>  <b>GB4</b>  <b>BG5</b>  <b>GB4</b>  <b>GB3</b>  <b>GB2</b> <b>GB5</b> <b>GB3</b> <b>GB6</b> <b>GB7</b> <b>GB8</b>  <b>GB2</b> <b>GB3</b>

	Students encouraged to explore information on our website, info boards and watch videos (On line transition event) about future opportunities. Whole school events during careers week. SEND forward transition event	
 <p><b>Manage career</b></p> <p><u>Manage your career actively, make the most of opportunities and learn from setbacks</u></p>	<ul style="list-style-type: none"> <li>• <b>enjoying work-based role-plays</b> Resources available and lesson plans where role play is used to offer practical learning across subjects (Career Boxes) Class role play areas which are changed according to topics. “Little city” during Careers Week.</li> <li>• <b>imagining different possibilities about who they could possibly become</b> Preforming arts and role play. Dream jobs- “all about me” Discussing and exploring different settings, including visits to fire stations and police stations.</li> <li>• <b>being willing to keep going and not give up/ being proactive about trying different approaches to solving challenges</b> We are committed to the holistic development of our pupils and ensure that they have access to a wide range of therapeutic interventions. These include: Thrive/Emotional literacy support assistants, Sensory Integration therapy, Theraplay, Music Therapy, Speech and Language therapy and Physiotherapy and Occupational Therapy. Activities that at designed to grow positive mind set, through role modelling and role play. Focus weeks, e.g. ‘Let’s focus’ or ‘Pink Day’ to encourage children to explore how to look after their mental health and share positive stories about overcoming challenges.</li> <li>• <b>looking forward to what they are going to learn next-</b> For those it is appropriate for, students are introduced and supported to use “Now and Next” and moving onto visual timetables</li> </ul> <p>Discussions during Transition Planning Meetings about what students could go onto learn in the future.</p>	<p><b>GB1</b> <b>GB2</b> <b>GB3</b> <b>GB4</b> <b>GB6</b></p> <p><b>GB5</b> <b>GB3</b> <b>GB4</b></p> <p><b>GB3</b></p> <p><b>GB3</b> <b>GB7</b> <b>GB8</b></p>
 <p><b>Create opportunities</b></p> <p><u>Create opportunities by being proactive and building positive relationships with others.</u></p>	<ul style="list-style-type: none"> <li>• <b>recognising when they have achieved something for themselves</b> “our amazing work” Sharing through Tapestry, events and displays. End of day plenary – ‘star jar’, praising students specific achievements Questioning to encourage individuals to identify what they’ve done well/ proud of Photo evidence and sharing this with students so they can see their achievements and Annual reviews</li> <li>• <b>being aware that other people can help them meet their needs</b> “People who helps us” topic: Community visits, PHSE All about me-my local world and beyond Showing gratitude through making thank you cards and recognising others who help them – e.g. after visits. Praising asking for help, identifying roles of people within the school and community</li> <li>• <b>being able to carry out a delegated task</b> Introduction of schedules/calendars, Modelling behaviour. Following plans while cooking. Students given roles to play and jobs to do in the class. e.g taking things to the office. Class roles and responsibilities</li> </ul>	<p><b>GB1</b> <b>GB3</b></p> <p><b>GB4</b> <b>GB3</b></p> <p><b>GB6</b></p>

	<p>Following instructions through interventions such as lego group, attention bucket, gardening, cookery</p> <ul style="list-style-type: none"> <li>• <b>developing the ability to participate in social play/ being able to make a positive contribution in group play</b> turn taking and following instructions. Students will be continuing to build on the communication structures which have been introduced previously, including PECS books/ ipads and attention bucket students will experience lots of different social opportunities, within class, within the wider school and within the community. Students will be supported to engage with peers using a variety of communication methods. Students will share in experiences together and be encouraged to allow others to be part of their activities and share and space resources. Students will be offered regular opportunities to make choices about who they would like have a turn next and who they would like to spend time with use of communication aids, pecs/chatterboard/coreboard/signing/speech, helping whole class to be familiar with these to improve their interactions together regular opportunities for social interactions and play, choosing time/ use of sensory garden as a group, community visits. Turn taking games, teaching and modelling of games both structured and through role play</li> <li>• <b>thinking about questions they would like to ask a visitor about their job • being able to explain what a visitor told them about their job-</b> opportunities to development this area over the school careers week and “SEND Forward” transition events careers week, finding out about jobs and pre planning questions. Class session recapping what they have found out about different jobs</li> <li>• <b>raise money for charity or run a mini enterprise.</b> Cooking in the café to sell to others in the school – e.g. jacket potatoes, pancakes for pancake day. Fundraising for local charities in class. Including themed days, e.g. pink day or children in need. Christmas bazaar – planning/buying/making something to sell or raffle. Counting money Games and activities to promote different roles and teamwork such as lego group</li> <li>• <b>being able to describe what their needs are</b> - PSHE, through the day as their needs develop and need to be met Modelling co regulation/ supporting self-regulation. Promoting healthy choices through snack and drinking. Healthy diet PSHE, understanding food groups. Toileting, both supported and independent. All about me topic. My changing body topic – understanding puberty and changes in needs.</li> </ul>	<p><b>GB3</b></p> <p><b>GB3 GB5 GB6 GB7</b></p> <p><b>GB4 GB6</b></p> <p><b>GB3</b></p>
 <p><b>Balance life and work</b></p> <p><b>Balance your life as a worker and/or entrepreneur with</b></p>	<ul style="list-style-type: none"> <li>• <b>recognising when they have done something to help others</b> Celebrations such as ‘random acts of kindness’ day – writing kind and positive notes to celebrate and give to others. Lots of positive praise and ‘catching them getting it right’. Display boards celebrating how we can be ‘good friends’. Topics around making positive relationships and negative and positive language. (RSE) Key days/ antibullying week to focus on kindness, friendship and healthy relationships. Praise for helping and supporting others Roles, rights and responsibilities in class</li> </ul>	<p><b>GB1 GB3 GB2</b></p>

<u>your wellbeing,</u> <u>other interests and</u> <u>your involvement</u> <u>with your family</u> <u>and community.</u>	<ul style="list-style-type: none"> <li>• being aware that people do paid work for financial and other rewards</li> </ul> <p>Role play.  Governer's awards and Jack Petchy to recognise and reward hard work.  Experiences of the work place.  Community visits and meeting other professionals.  Careers week – surveying staff</p>	GB6 GB5 GB3
	<ul style="list-style-type: none"> <li>• being able to distinguish between work and rest</li> </ul> <p>Relaxation settings and sessions.  Calm boxes and resources.  Celebrations of hard work.  Looking at jobs and how we take care of ourselves.  PHSE around looking after ourselves.  Sharing of weekend news – reinforcing home life/ school  TacPac/ relaxation sessions  Visual timetables to identify daily structure e.g. lesson time/lunch time</p>	GB3 GB4
	<ul style="list-style-type: none"> <li>• being aware of health and safety rules at school</li> </ul> <p>Talking about safety.  Exploring signage round the school and discussing what this means.  PHSE around how we stay safe.  Adult modelling of how to access resources safely.  Debriefing with children after an incident  Following rules and routines in key areas such as cookery room, café, garden, community (community promise)  Clear and consistent boundaries</p>	GB4
	<ul style="list-style-type: none"> <li>• exploring going to work/School/ College and coming home again</li> </ul> <p>Our daily visual timetables.  Explore our wider community and home life.  Daily routines, hello/ goodbye, social stories to support transitions to and from school  Social stories to support understanding of parents going to work/ college</p>	GB3
	<ul style="list-style-type: none"> <li>• recognising when someone is being given work to do which is unfair on them</li> </ul> <p>PHSE – fairness and sharing responsibilities.  Discussions around people's feelings and the reason they may be feeling that way.  Identifying feelings and reasons behind it and how to communicate this with others</p>	GB2 GB3
	<ul style="list-style-type: none"> <li>• being aware of how to use money</li> </ul> <p>Community visits – shopping and buying ingredients/resources for lessons.  Role play - e.g. shops.  Maths – exploring money value.  Shopping lists and looking at the cost of different items.  Pecs exchange  Maths money sessions,  enterprise (Christmas bazaar), community shop sessions, buying snack/ lunch in community</p>	GB4 GB3 GB6
	<ul style="list-style-type: none"> <li>• recognising how they can help keep themselves safe at school</li> </ul> <p>PHSE – staying safe at school.  Adults modelling how to use equipment safely.  Class/school rules – e.g walking feet.  Community promise  Identifying trusted adults to communicate with if they are worried about something</p>	GB4 GB3

	<p>Understanding and accepting basic first aid for small injury</p> <ul style="list-style-type: none"> <li>• being aware that they and others can play a part in helping to ensure that people are treated well at work/school/College</li> </ul> <p>PHSE &amp; RSE – Positive relationships and friendships. Treating people fairly. Class/school rules on kindness and helping people. Turn taking and sharing practise. Anti bullying week – kindness Debriefing with students when necessary Modelling positive interactions and kindness</p> <ul style="list-style-type: none"> <li>• being aware of how money can be earned</li> </ul> <p>Selling items made in the café. Exploring different jobs. Role playing different jobs. Christmas bazaar and other enterprise projects Visits from professionals, throughout the year and careers week</p>	<p><b>GB3</b></p> <p><b>GB6</b> <b>GB5</b></p>
 <p><b>See the big picture by paying attention to how the economy, politics and society connect with your own life and career.</b></p>	<ul style="list-style-type: none"> <li>• exploring jobs that people do outdoors</li> </ul> <p>Horticultural area – different job roles to undertake and explore. Observing others while out in the community – e.g. different job roles we may see at the zoo or in the gardens/parks. School trips, observing jobs and roles in garden centres, zoo, farm, park</p> <ul style="list-style-type: none"> <li>• exploring the jobs that people do to help them</li> </ul> <p>“People who helps us” topic: Community visits, PHSE Role playing and visiting others around the school. Forming relationships with therapists that may be involved. Surveying staff around the school about their jobs People who help us topics and using this in the community Working with music/ play therapists/ thrive</p> <ul style="list-style-type: none"> <li>• recognising when work is depicted in a story</li> </ul> <p>Discussing different job roles, we see in stories. Exploring what those job roles may entail. Relating jobs seen in stories to people we know. Questioning during 1:1/ group reading and discussions about this Matching pictures where appropriate/ using colourful semantics to describe the picture</p> <ul style="list-style-type: none"> <li>• being aware that working life was different in the past</li> </ul> <p>History days and experiences. Community visits: including to museums and other historic places.</p> <ul style="list-style-type: none"> <li>• exploring the jobs that people do to help each other</li> </ul> <p>Community visits and exploring different job roles that we may see. Looking at community provisions which may support us or our families.</p>	<p><b>GB1</b> <b>GB6</b> <b>GB5</b></p> <p><b>GB6</b> <b>GB4</b></p> <p><b>GB4</b></p> <p><b>GB4</b> <b>GB6</b></p> <p><b>GB4</b></p>

	Looking at those involved in our family life who are there to support us. People who may help us – PHSE. Surveying staff around the school about their jobs Roles and responsibilities within the classroom	
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## Gatsby Benchmarks

<p>1</p> <p>A STABLE CAREERS PROGRAMME</p>	<p>2</p> <p>LEARNING FROM CAREER AND LABOUR MARKET INFORMATION</p>	<p>3</p> <p>ADDRESSING THE NEEDS OF EACH PUPIL</p>	<p>4</p> <p>LINKING CURRICULUM LEARNING TO CAREERS</p>
<p>5</p> <p>ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES</p>	<p>6</p> <p>EXPERIENCES OF WORKPLACES</p>	<p>7</p> <p>ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</p>	<p>8</p> <p>PERSONAL GUIDANCE</p>