



Careers Programme



Beach

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 reflects their hopes, ambitions, personal preferences and needs.

The young people within our Beach strand are at the very heart of what we do. We understand that each child is unique and we adapt our work to make sure that all students reach their full potential. Our pupils need and deserve a curriculum that caters for their specific needs, including their learning needs, their social and emotional needs and their sensory needs. Our curriculum reflects each pupil’s complex needs, their individuality and their future life.

	BEACH	GB
 <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"> • being aware of people who can help them Attention Bucket: People Who Help Us Careers week (Meeting local emergency services on vehicle day) Community visits School nurse 1-1 work	GB1 GB4 GB5
	<ul style="list-style-type: none"> • being willing to try something new Encouraging growth and positive mind set. Students supported to try new things, integrated across subjects and throughout the curriculum. These will include: Attention bucket Performing arts Arts and craft Community Visits PE Cookery PHSE	GB3
	<ul style="list-style-type: none"> • being aware how they feel when they have learnt something new Sensory sessions Attention Bucket	GB3
	<ul style="list-style-type: none"> • feeling positive about who they are Supporting the growth of students’ self-esteem, though encouragement, positive praise and sharing achievements on “Tapestry” and display boards. Activities: Sensory story Attention Bucket Jack Petchey	GB3
	<ul style="list-style-type: none"> • being confident to request help Helping our students to grow self-confidence to request help by nurturing positive relationships with staff and peers and modelling behaviour. Activities: Communication sessions	GB3

	<p>PECS sessions Access to visuals Choosing boards Coreboards</p> <p>• being willing to challenge themselves Giving our students the opportunity to move out of their comfort zone and push themselves. Activities: Attention Bucket PE Performing arts Education Visits</p>	GB3
	<p>• recognising their successes in learning Celebrating work, experiences and activities. Activities: Attention Bucket PE – Penathlon events Daily celebrations when tasks completed Displays in and around school</p>	GB3
	<p>Other activities, learning opportunities and experiences that our students may have, that will support their “Grow throughout Life” are:</p> <ul style="list-style-type: none"> • Create a personal profile, identifying likes and dislikes • Update their personal profile: identifying likes and dislikes, identify individual goals and aspirations • Reflect on achievements and contribute towards their annual review. • Transition Challenge: Citizenship Sensory-Transition Challenge: Self-Help and Independence.” Knowing Who I Am”. • Personal, social, citizenship, health and economic education (PSCHE) • ASDAN Personal Progress- units from personal development/community participation/ EWAY: People • Units of ASDAN Personal and Social Development (PSD) • Involved in a schools’ enterprise project. • An opportunity to complete travel training where appropriate. • Relationships and sex education (RSE) and health education • 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 <p>In addition to those listed above- the following will also be covered.</p> <ul style="list-style-type: none"> • What helps us stay healthy? • What makes up a person’s body. • What is the same and different about us? • What is special to us? • What makes up a person’s identity? • What keeps us safe? • What strengths, skills and interests do we have? 	GB3 GB2 GB4 GB5 GB6 GB7 GB8

	<ul style="list-style-type: none"> • What Jobs people do? • How we can look after each other and the world? • How can our choices make a difference to us and others in our environment? • How can we manage risk in different places? 	
 <p>Explore possibilities</p> <p><u>Explore the full range of possibilities open to you</u></p>	<ul style="list-style-type: none"> • recognising jobs that involve harvesting, making, providing a service or finding out Community visits and encounters with a variety of professionals during Careers Week. • identifying what the clothes and equipment that people use in their jobs, are for What Jobs People Do? (topic) Sensory story (We are Going on a Job Hunt) Careers Week (professional visits) Speakers for schools All About Me, People Who Help Us topic Visitors- Scouts, Jo Jingles Role play/small world play Careers boxes • being able to identify the subjects and topics they are learning about Visual timetables and schedules (individual, if needed) Sensory Story Attention Bucket Art and Craft Performing Arts • Participate in activities that will give them a better understanding and knowledge about future options Having meaningful and suitable encounters with employers. Make visits to a range of local 19+ provisions as part of the schools Provider Programme. Transition planning meetings (both student and parent/carer where appropriate). Attending the SEND Forward transition event Y13-14 • Use a range of resources to explore possibilities Whole school events during Careers Week. Attending the SEND Forward transition event Y13-14 Careers Boxes 	<p>GB1 GB4 GB5</p> <p>GB4 GB6</p> <p>GB3</p> <p>GB6 GB7</p> <p>GB7</p>
 <p>Manage career</p> <p><u>Manage your career actively, make the most</u></p>	<ul style="list-style-type: none"> • imagining different possibilities about who they could possibly become 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. • being willing to keep going and not give up/ being pro-active about trying different approaches to 	<p>GB1 GB2 GB3 GB4 GB6</p> <p>GB3</p>

<p><u>of opportunities and learn from setbacks</u></p>	<p><u>solving challenges</u> 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, Physiotherapy and Occupational Therapy. Activities that are designed to grow a 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.</p> <ul style="list-style-type: none"> • <u>looking forward to what they are going to learn next</u> Visual timetables/Schedules Discussions during Transition Planning Meetings to explore what and where students could continue to learn in the future. 	<p>GB3 GB7 GB8</p>
<div data-bbox="145 689 352 920" data-label="Image"> </div> <p><u>Create opportunities by being proactive and building positive relationships with others.</u></p>	<ul style="list-style-type: none"> • <u>recognising when they have achieved something for themselves</u> During attention bucket sessions– stage 4 • <u>being aware that other people can help them meet their needs</u> 'People Who Help Us' topic: Community visits, Sensory integration sessions PECS session Communication groups • <u>being able to carry out a delegated task</u> Modelling behaviour, Schedules Activities: Attention bucket Art Cookery (Following a recipe) 1-1 work – sequencing tasks • <u>developing the ability to participate in social play/ being able to make a positive contribution in group play</u> Turn taking and following instructions. Students will be continuing to build on the communication structures which have been introduced previously, including PECS books/ ipads. Activities: Role modelling Choosing time Playground Community visits Friends Club • <u>being able to describe what their needs are</u> Communication development that is suitable for the individual student which could include encouraging verbal skills, ipad apps, PECS books, core board/pods. Students supported by the schools Communication Lead PECS sessions • <u>raise money for charity or run a mini enterprise.</u> Christmas Bazaar & Shorefest– planning/buying/making something to sell or raffle. 	<p>GB1 GB3</p> <p>GB4 GB3 GB6</p> <p>GB3</p> <p>GB3</p> <p>GB4 GB6</p>



Balance life and work

Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.

- recognising when they have done something to help others

Topics around making positive relationships and negative and positive language. (RSE)

Praise for helping and supporting others

Roles, rights and responsibilities in class

Activities:

Sensory story

Attention bucket

- being able to distinguish between work and rest

Following schedules/ visual timetables to identify daily structure e.g. lesson time/lunch time

Communication groups/sessions

Relaxation settings and sessions.

PHSE around looking after ourselves.

Choosing time vs adult agenda

- being aware of health and safety rules at school

Adult modelling of how to access resources safely.

Use of Sensory Stories

Following rules and routines in key areas such as the cookery room, café, garden, and community.

Clear and consistent boundaries

- exploring going to work/School/ College and coming home again

Community Visits- Explore our wider community and home life.

- recognising how they can help keep themselves safe at school

This is achieved through topic led sessions. Integrating our safety during sensory sessions, sensory stories and role modelling

- being aware of how money can be earned

Exploring different jobs. (We're Going on a Job Hunt)

Role playing different jobs.

Christmas Bazaar and other enterprise projects

Visits from professionals, throughout the year and Careers Week

- being aware of how to use money

Community visits – shopping and buying ingredients/resources for lessons.

Functional Skills lessons.

1-1 work



See the big picture

See the big picture by paying attention to how the

- exploring jobs that people do outdoors

Throughout the year, we will link our topics into experiencing what happens in the wider world at a very sensory level. This is achieved during:

Community visits, 'People Who Help Us' topic and Careers Week

- exploring the jobs that people do to help them/ exploring the jobs that people do to help each other

This is achieved through topic led sessions. "People Who Help us" and "Our World."

Also, during Community visits and Careers Week

economy, politics and society connect with your own life and career.

Gatsby Benchmarks

1

A STABLE CAREERS PROGRAMME

2

LEARNING FROM CAREER AND LABOUR MARKET INFORMATION

3

ADDRESSING THE NEEDS OF EACH PUPIL

4

LINKING CURRICULUM LEARNING TO CAREERS

5

ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

6

EXPERIENCES OF WORKPLACES

7

ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

8

PERSONAL GUIDANCE