





Careers Programme

Pier

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.

Pupils will be taught through a range of sensory experiences which meet their needs in a holistic and therapeutic education setting. Students within Pier strand will have time and space to carry out daily physio and to assist students in the use of their equipment. There will be a focus on developing students’ communication skills through a range of tools including ‘eye gaze’ and switches. These classes will be highly staffed to meet the pupils’ physical, medical and learning needs.

	Pier	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 ‘People Who Help Us” topic: Community visits, PHSE All About Me-my local world and beyond Community-identifying safe strangers in shops etc. Careers Week (meeting local emergency services on Vehicle Day) Visits from PT and OT, engagement with health services and medical staff within the school. Work experience days – speakers for schools – police work experience activities. 	GB1 GB5 GB4 GB3 GB5
	<ul style="list-style-type: none"> • being willing to try something new Offering choices and time, allowing students to approach new experiences in a way that is comfortable for them. Allowing students to observe, until comfortable, to engage through group activities, Attention Bucket, Art, messy play and exploring different mediums. Providing students with the best possible environment to promote learning, making sure they are comfortable in equipment and that all their medical and care needs are met prior to asking them to engage in learning. Sporting Events MATP Sports programme 	GB3 GB4
	<ul style="list-style-type: none"> • feeling positive about who they are Valuing difference, and similarities as positive attributes, through All about Me activities, body awareness and sensory sessions. Providing students with opportunities throughout the day to make their own choices. Body Awareness sessions to help develop an awareness of their bodies and the space around them. Providing opportunities for a student to communicate their likes and dislikes through a wide range of sensory activities. 	GB3 GB4

	<ul style="list-style-type: none"> • being confident to request help Promoting choice within all areas of learning, offering communication support with the use of communication aids. Using ACC tools to enable students to make their requests understood. Building positive relationships so students feel confident in seeking help and feeling confident that they will be heard. Using Big Mac and flat switches to enable non-verbal students to add sounds and phrases to lessons and activities. Using a sensory timetable to provide students with structure and a daily routine. Using OOR to help make situations more predictable giving students the opportunity to develop their anticipation skills and become familiar with the concept of 'now and next'. • being willing to challenge themselves Encouraging simple goals to be achieved and sharing achievements within the class with certificates and positive praise, building on the task in stages and revisiting progress. Sharing achievements with senior staff. • recognising their successes in learning Encouraging with positive praise and end of the week certificate awarded in a group to celebrate everyone's achievements. Regular positive reinforcement at the end of each lesson/activity by celebrating student's achievements (plenary). 	<p>GB3</p> <p>GB3 GB4</p> <p>GB4</p>
 <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 Careers Week experiences, local community visits to shops, services and cafes. In school enterprise opportunities, special days such as Christmas Bazaar, running a stall. Provider Programme visits to local facilities which offer these services. • identifying what the clothes and equipment that people use in their jobs are for roll play opportunities Careers Week activities police day experiences learning in the moment while observing people at work both within the school environment and wider community. Sensory story 'A Hero Like Me' 'All About Me', 'People Who Help Us' topic activities • being able to identify the subjects and topics they are learning about visual timetables and schedules, objects of reference, musical cues and visuals. The total communication approach used within Pier strand helps students identify what is happening in their day and how their pathway is structured. • Participate in activities that will give them a better understanding and knowledge about future options Provider Programme visits to local services which could be a possible post 19 provision for students once they leave the school setting. Police day 	<p>GB1 GB3 GB5 GB6 GB7</p> <p>GB3 GB2 GB5 GB7 GB6</p> <p>GB3</p> <p>GB6 GB3 GB5 GB4 GB2</p>

	<p>Meaningful encounters with employers both in the community and who visit the school.</p> <p>Transition planning meetings (Both student and parent/carer where appropriate).</p> <p>Attending the SEND Forward transition event if appropriate</p> <ul style="list-style-type: none"> • Use a range of recourses to explore possibilities <p>Experiences and opportunities offered to students in a multi-sensory way to meet needs. Variety of activities and resources such as visiting professionals, careers boxes and sensory stories are just some of the ways students are exposed to possibilities and opportunities within the career's world.</p>	<p>GB8 GB7</p> <p>GB3 GB4 GB7</p>
 <p><u>Manage your career actively, make the most of opportunities and learn from setbacks</u></p>	<ul style="list-style-type: none"> • imagining different possibilities about who they could possibly become <p>Careers boxes – explore types of different jobs and opportunities</p> <p>Provider Programme- experiences allow students to explore what they may wish to do post 19.</p> <p>Opportunities to explore their own likes and dislikes within lessons, the school and the wider community</p> <p>Choice making opportunities and activities, using a range of visuals and AAC equipment</p> <p>Promotion of total communication approach so students can express their wishes and feelings.</p> <p>Use of images or videos of the students doing different things and speaking to them about what they did and could possibly do.</p> <ul style="list-style-type: none"> • Being willing to keep going and not give up, being pro-active about trying different approaches to solving challenges <p>Positive praise from staff</p> <p>Building of confidence though encouragement and support.</p> <p>Repetition to support motivation to have another go at something.</p> <p>Access to a range of therapies which are tailored to each individual students needs which will support their holistic development</p> <p>These include:</p> <p>Thrive/Emotional literacy support assistants, Sensory Integration therapy, Theraplay, Music Therapy, Speech and Language therapy, Hydrotherapy, Physiotherapy and Occupational Therapy.</p> <ul style="list-style-type: none"> • looking forward to what they are going to learn next <p>Close support from staff during transition periods to support the move to learn something new, simple clear language used and reassurance given where needed.</p> <p>Building anticipation about a new topic, story or experience. Offering a variety of sensory opportunities to support students to recall what they have been learning about and what we are focusing on.</p> <p>Visual timetables, schedules, objects of reference, musical cues and visuals all support students to anticipate what is coming next.</p> <p>Transition Planning meetings with parents (and students where appropriate) to help plan for next steps post 19 and what the student may go on to learn about in the future.</p>	<p>GB1 GB3 GB4 GB7 GB2</p> <p>GB3</p> <p>GB3 GB8</p>



Create opportunities

Create opportunities by being proactive and building positive relationships with others.

- recognising when they have achieved something for themselves

Positive praise
 Certificates
 Tapestry observations/ recordings
 Good News Friday.

GB1
GB3

- being aware that other people can help them meet their needs

Interactions with class staff, wider school staff including office and kitchen staff.
 Visits from physiotherapists and OT practitioners
 Health and medical staff visits, and appointments and meds rounds during the day.
 First aiders available for students

GB3

- being able to carry out a delegated task

Students are supported to access a range of activities and to follow instruction to complete delegated tasks during activities, such as attention bucket, art and cookery.
 If appropriate, students are given responsibility to complete tasks outside of the classroom with as much independence as possible.
 Independence where ever possible is promoted for all students.

GB3
GB4

- developing the ability to participate in social play

Friends Club
 Shared experiences within class, wider school activities and within the local community.

GB3
GB4

- being able to describe what their needs are

Students use a range of ways to communicate their needs with staff, use of Makaton, verbal speech and sounds as well as core boards, eye gaze and other low levels AAC devices and resources.

GB3
GB4

- raise money for charity or run a mini enterprise.

Christmas Bazaar stall
 Shorefest stall
 Fund raising within class groups including raffles

GB2
GB6



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

Positive praise
 Certificates
 Thank You cards
 Tapestry observations/ recordings
 Good News Friday.

GB1
GB4

- being able to distinguish between work and rest


Staff factor in regular rest periods throughout the day. Objects of reference, musical cues and verbal/ visual instructions are given by staff to help students identify the difference between work and rest times throughout the school day.

GB3
GB4

- being aware of health and safety rules at school

Students are supported to access a range of activities with both formal and 'on the spot' risk assessments which support their learning including hydrotherapy, physio therapy, access to rebound therapy and off site activities and trips.

GB4

	<p>Discussion with students about what we do to keep everyone safe.</p> <ul style="list-style-type: none"> • exploring going to work/School/ College and coming home again <p>Routines of the day being followed Timetables and structures of the day. Objects of Reference to help support transitions to and from college and school Musical ques such as ‘hello’ songs and ‘good bye’ songs to help signify the start and end of the day. Sharing discussion about how our own work day happens, what we do once school is finished and that staff go home too.</p>	<p>GB3</p>
 <p><u>See the big picture by paying attention to how the economy, politics and society connect with your own life and career.</u></p>	<ul style="list-style-type: none"> • exploring jobs that people do outdoors <p>Gardening lessons and experiences Careers Week – Vehicle Day, visiting professionals Police day Provider Programme visits to places such as Hawk Farm</p> <ul style="list-style-type: none"> • exploring the jobs that people do to help them <p>Careers Week – Vehicle Day, visiting professionals Police day Visits to local shops and facilities Interactions with physiotherapists, OT’s etc</p> <ul style="list-style-type: none"> • exploring the jobs that people do to help each other <p>Careers Week – Vehicle Day, visiting professionals Police day Visits to local shops and facilities</p>	<p>GB1 GB5 GB6</p> <p>GB5 GB6 GB3</p> <p>GB5 GB6 GB3</p>

Gatsby Benchmarks

