

Pathway 3– for students to understand their place in the community, demonstrating skills to be employable

What we are trying to achieve ? **We aim to**

Provide an semi-formal curriculum	Enable students to express their opinions safely and appropriately	Offer meaningful work experience opportunities	Offer meaningful community based learning opportunities, promoting independence
Offer a range of relevant accreditations for students to access	Develop students understanding of the world of work and employability skills	Support students develop their understanding of social cues and interactions in the work place	Provide a sequential, skills based curriculum, building on prior knowledge and further challenge .

Intent

How do we organise learning?

A spiral, sequential curriculum with personalised vocational pathways for students following a semi-formal curriculum

Skills builder Protective behaviours Core Values Preparation For Adulthood Total Communication Zones of Regulation

<p>Lessons:</p> <ul style="list-style-type: none"> Students to study a range of subjects related to future aspirations Core subjects focused on accreditation routes Collaborative learning and personalisation Vocational subjects 	<p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> Focus on employability independent living and employability Employability– the world of work, careers management and exploration 	<p>Communication:</p> <ul style="list-style-type: none"> Vocabulary focus Visuals/ symbols Signalong Development of social skills in a range of different contexts, particularly formal contexts. 	<p>Learning outside the classroom:</p> <ul style="list-style-type: none"> Independently using the local community Contextualised visits Meaningful work experience opportunities College visits and links 	<p>Strategies:</p> <ul style="list-style-type: none"> Consistent routines Subject specialist teachers Use of self review strategies to support students in understanding their achieve- 	<p>Interventions:</p> <ul style="list-style-type: none"> Learning mentors SALT OT/ physio Accelerated reader Mathletics
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Implementation

How are we achieving our goals?

Progress against EHCP outcomes	Standardised assessment— functional skills (where appropriate)	Evidence for learning to record progress	Students are able to Work independently in a work place setting.
Engagement profiling	Regular pupil progress meetings	Vocational accreditations	

Impact