

Careers and Preparation for Adulthood at Maple Grove



“When they finish school, few autistic young people move on to college, further training or the workplace. Only 21.7% of autistic individuals are in full or part-time employment (Office for National Statistics, 2020).

National data states that only 4.8% of people with a learning disability known to local authorities are employed in the UK are employed.

We want to enable more autistic young people to reach their potential by equipping those who support them with the skills and knowledge to understand their needs. Just 19% of young people with autism say they have had good careers advice and a quarter of young people with autism have had no access to work experience” (Ambitious about Autism, Transition to Employment).

Maple Grove wants to change this by supporting all of our students to be as independent as possible.



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The curriculum at MAPLE GROVE is driven in equal measure by the National Curriculum, the Autism Education Trust (AET) and the pupils individual and holistic needs as described in their EHCP's.

This PowerPoint aims to explain how we teach Careers across the school and how we embed this learning into everything we do.

Think of a young person at Maple Grove



Fast forward 20 years



Lets think about what success look like for that individual.



What do we need to do now, to help them to achieve their goal?



Qualifications
that allow our
students to
move to their
next step.



Literacy &
mathematical
skills



Attending
clubs



Emotional
Intelligence



Employability
skills



Independence



Social skills



Communication
skills



Building
relationships
and growing a
network.



Variety of work
experiences



Confidence

Preparation for adulthood, flows in everything that we do in school, from the first day that pupils join us to the time that they leave us. It is taught within every subject, across every key stage and every pathway.

Careers is taught as discrete subjects but also flows through other curriculum areas in a purposeful way that is relevant and meaningful to each individual pupil.

Access for education and training providers – Baker Clause

As a school we have an open door policy, this is extended to and includes any education and training providers that want to come into school to talk with any of our pupils about approved technical education qualifications and apprenticeships.

We will fully welcome any other education providers, including supported internship, apprenticeships and technical education providers/trainers.

This document will give an overview of our pupils needs.

As a school we have a responsibility to set pupils on a path that will secure the best possible outcome which will enable them to progress, without us having any bias for the route that should be taken.

Please refer to our Provider Access Policy for more details.



**MAPLE
GROVE**

Head Teacher

Oversees the operational and strategic work on Careers and PfA



Deputy Head Teacher / Careers Leader

Ensures there is a broad and balanced curriculum across each key stage and supports staff to deliver it.

Reviewing the impact of the Careers offer, within the school and against Gatsby Benchmarks

Using data in the school (Compass +) to review impact of the Careers offer.



Curriculum Leader that support Careers

Ensure that PfA and Careers is embedded across the whole school curriculum.

Post 16 - Ensure there is a curriculum for pupils to support their move out of school. Working with the pupils to plan their future and choose the best option for them.

Ensure that independent living skills (PSHE/AET) are aligned with the development of preparation for adulthood across the whole school curriculum.



Other staff that Support Careers

Teaching assistant for recording work experience documents.

Teaching assistant/Job Coach to support with experiences of the work place.

Teachers who ensure that careers is intertwined within the wider curriculum.

Preparation for Adulthood Skills



Preparation for Adulthood runs through everything that we do with the pupils across the school, from their first day, until the time they leave our setting.

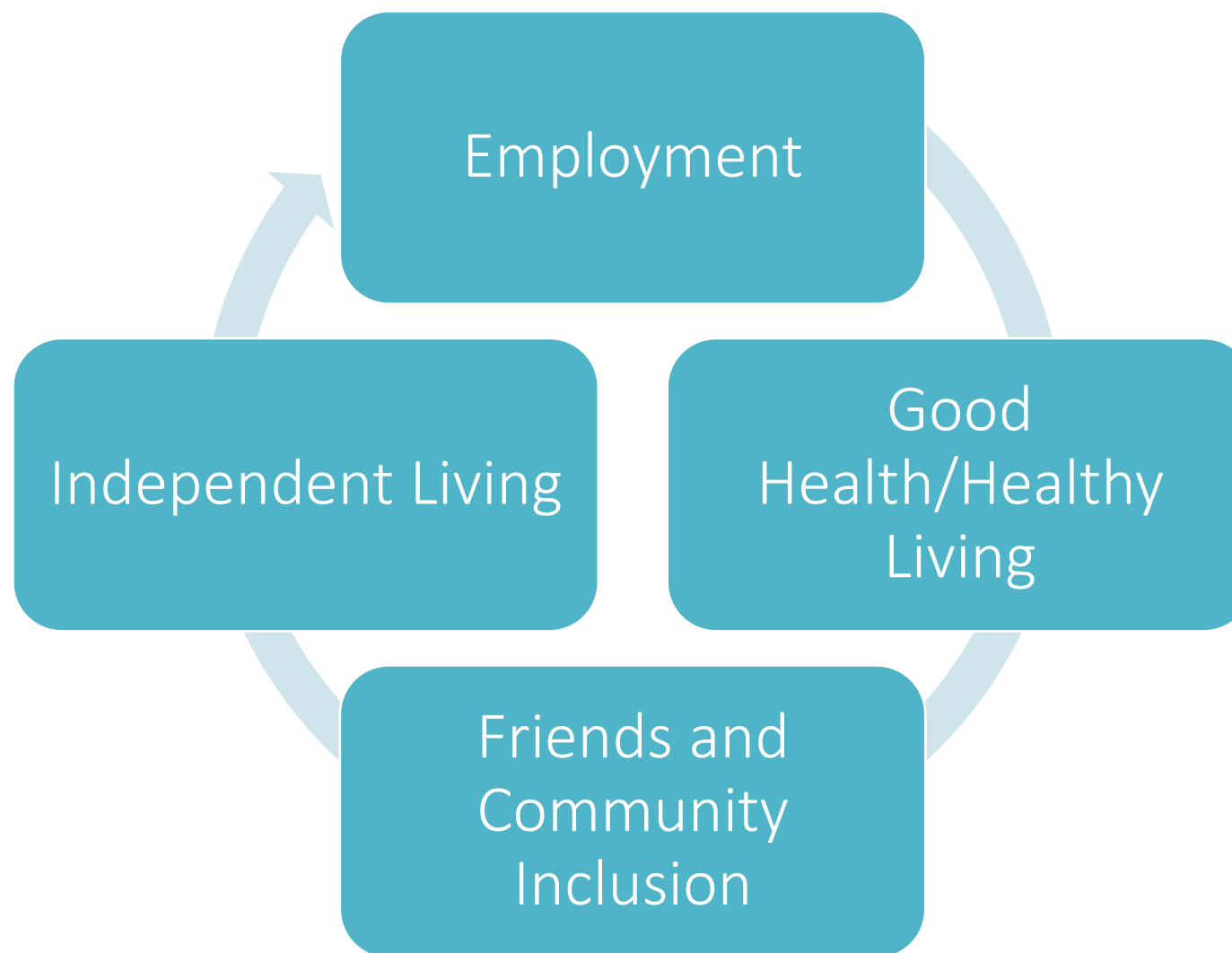
We are always looking to build new skills that pupils need to gain, and we are always looking to the future.

We want our pupils to develop into the best version of themselves by the time that they leave us, to allow them to reach their full potential and be as independent as possible.





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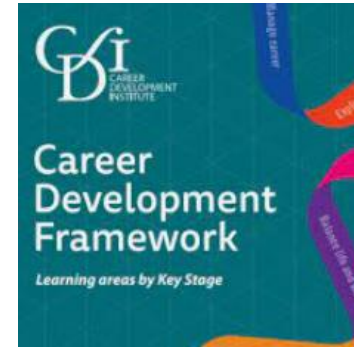
Resources we use



Compass + Compass+ - Log in (careersandenterprise.co.uk)	Gatsby Benchmark Gatsby Benchmarks The Careers and Enterprise Company
Skills Builder The Skills Builder Partnership	Gatsby launches Good Career Guidance: Reaching the Gatsby Benchmarks Education Gatsby
<u>LMI for all</u> https://www.lmiforall.org.uk/careerometer/	

We follow The Gatsby Benchmarks which were developed on behalf of the Gatsby Foundation by Sir John Holman. They define what world class careers provision in education looks like and provide a clear framework for organising the careers provision at your school or college.

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



These six skills are the learning areas that career development programmes and interventions should focus on. When you are supporting someone with their career you should ask yourself, how can I help them to grow throughout life, explore possibilities, manage career, create opportunities, balance life and work and see the big picture. Each career development activity might develop a different skill, but ultimately individuals need to engage with all of these learning areas.

Careers describes our journey through life, learning and work. We need to actively develop our careers to make the best of them. This process of career development takes skill as well as knowledge and the right attitude. You will need to work on these career development skills throughout your life.

Grow throughout life

Grow throughout life by learning and reflecting on yourself, your background, and your strengths.



Explore possibilities

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.



Manage career

Manage your career actively, make the most of opportunities and learn from setbacks.



Create opportunities

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



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.



See the big picture

See the big picture by paying attention to how the economy, politics and society connect with your own life and career.



Work Experience based on transferable skills.

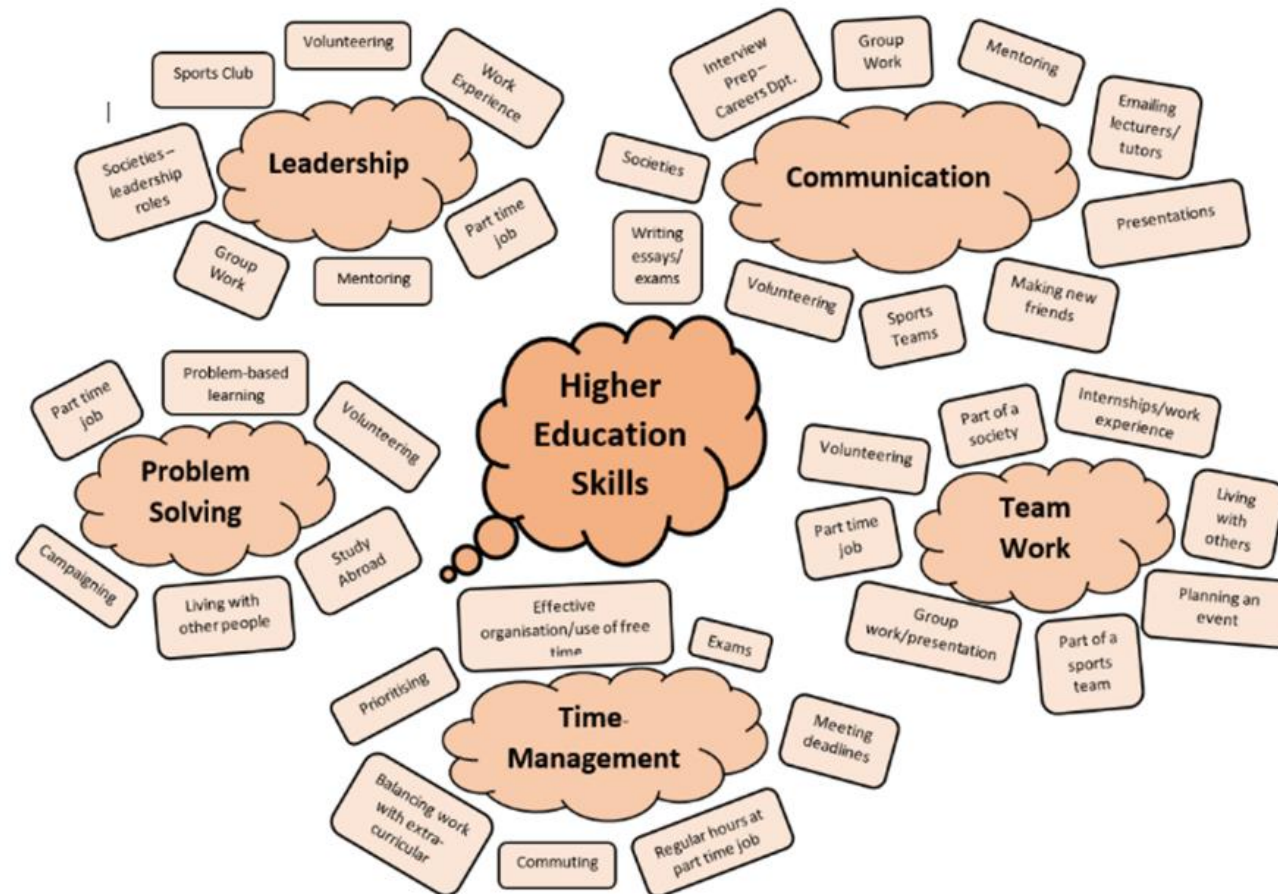
Transferable skills are skills that can be used across a range of different settings and environments. Maple Grove will give our students the opportunity to build on the transferable skills they already have and gain new ones. Skills such as organisation, communication, team work, creativity, and leadership are just some of the skills that they'll develop. It is no coincidence they also happen to be some of the skills future employers look for!

Key Stage	Minimum number of activities
KS3	Experience of work places during educational visits as a class focussing on transferable skills. RESPECT – Fire station programme Potential work experience off site, where appropriate (e.g. Bren Bikes, nursery setting)
KS4	Experience of work place tours. (E.g. Amazon) Work based task in school with an employer. (e.g. Altimex)
P16	Work experience off site based on specific interests.



Work Experience gaining confidence

So many of our young people have grown in confidence. Each day we support our students to do something new to build their confidence – whether that's meeting new people, being in new surroundings or just generally being pushed out of their comfort zone little by little. Having confidence will really help when looking for jobs, but we recognise it's a great personal skill to have too, whatever the next step might be!



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Enterprise opportunities



Key Stage	Activity
KS2/KS3	Cake Sale Christmas Decorations Bird Feeders Honey based products.
KS4	Christmas Eve Bags Hanging basket Sale
P16	Plant Sales
Seasonal	Sweet bags at the Halloween Disco Easter Gift Bags Chocolates at Valentines Disco

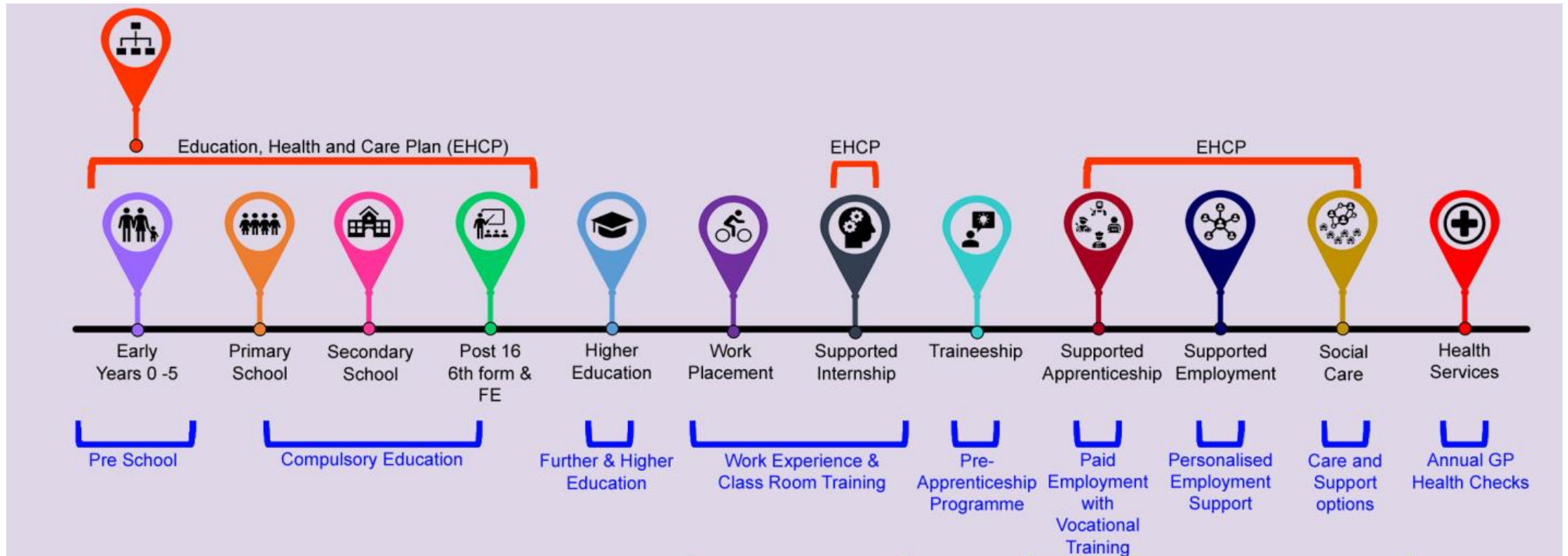
Websites to support the Careers Curriculum



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<u>Optimus Education Resources. STEPS products</u>	<u>Educators (skillsbuilder.org) Educators (skillsbuilder.org)</u>
<u>SEND The Careers and Enterprise Company</u>	<u>https://cheshireandwarrington.yourfutures.uk/</u>
<u>https://careormap.co.uk/</u>	<u>https://cwc-live.occsites.co.uk/Documents/Download/60/Pathway-to-Adulthood</u>
<u>https://careerswales.gov.wales/education-and-teaching-professionals/teaching-and-learning-resources/careerscraft-on-minecraft</u>	<u>https://exceptionalindividuals.com/</u> Neurodiversity consulting, recruitment and employment support to employers and individuals with dyslexia, dyspraxia, ADHD and autism.

Pathway to Adulthood



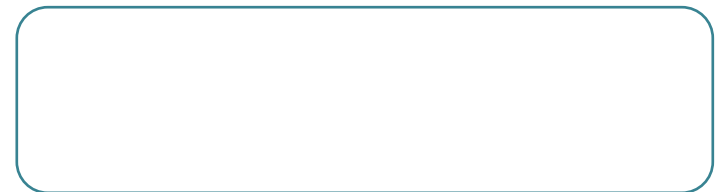
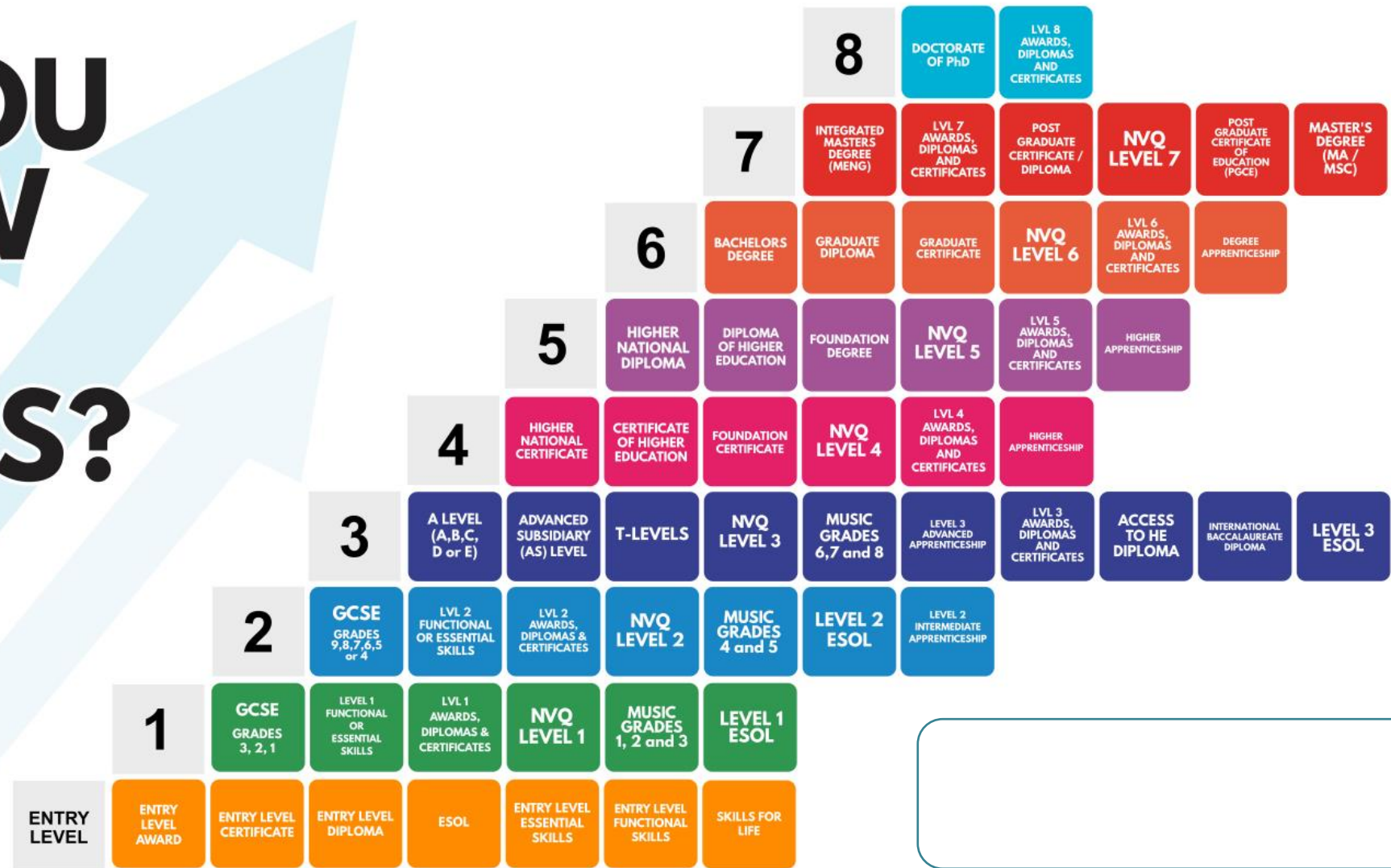
Career Pathway Options...(not likely to take GCSE's)

Destination	Description	Length of Time	Assessment	Level of study	Entry Requirements	Experience of the workplace	What could it lead to
Supported/Inclusive Apprenticeships	A real job with training and a salary	12 - 24 months		Entry 3 to level 2	EHCP	Yes	Paid employment
Pre-Apprenticeships	A programme of study aimed at exploring different industries and job roles	Approx 6-12 weeks dependent on provider		Entry Level training	Up to the training provider/employer	Yes invaluable experience	Traineeship
Technical/Vocational (BTECS)	Qualifications that teach you how to do tasks specifically related to the industry and role you want to be in	Dependent on vocational qualification	Course dependent (course work, practical assessments and exams)	1+ (Entry Level to Level 8). Eg. Level 1 BTEC Certificate/Diploma or OCR City and Guilds	Course dependent (coursework and exams)	Course dependent	Apprenticeship. University or college. Work
Supported Internships	A structured study programme/ partnership based predominantly with an employer	1 year	Varies between employer and/or college	Entry level upwards	EHCP	Yes	Paid employment Supported apprenticeships
Traineeships	A work focussed study programme that prepares you for an apprenticeship or work	6 weeks - 6 months	A formal job or exit interview with written feedback. Coursework and exams are course dependent	N/A	Have little to no work experience and qualifies below Level 3	Yes	Apprenticeship. Supportive employment
Supported Enterprise	Setting up your own business as either a freelance service, a sole trader or a registered company	N/A	N/A	N/A	N/A	Recommended before setting up your own business	Self employment
Supported Employment	Personalised model with employer	Indefinite	On the job training and coaching	Dependent on employer	Dependent on employer	Yes	Paid Employment
Volunteering	Working in the community or with a charity as a regular volunteer	Indefinite	N/A	N/A	Interview to assess interests, availability, adjustments to be made	Helps to do this in school so you can learn what is expected and what sort of role you would like to do	Could lead to paid work but not guaranteed. Could open up other opportunities.
Pre-supported internships/ Supported Work Experience	Regular placement with an employer over an extended period of time	Determined by employer and young person	N/A	N/A	EHCP/Vocational Profiling	N/A	Supported internship, college course, traineeship/supported apprenticeship

Career Pathway Options...(likely to take GCSEs's)

Destination	Description	Length of Time	Assessment	Level of study	Entry Requirements	Experience of the workplace	What could it lead to
Apprenticeships	A real job with training & a salary	1 year minimum	Apprenticeship dependent (includes demonstrations, presentations, course work and exams)	2/3 with possibility to progress to higher and degree apprenticeships	Employer dependent. Age 16+ Evidence of interest and ability to complete	Yes (paid job with at least 20% off the job training)	Higher level or degree apprenticeship. University or college. Work
A Levels	An academic qualification similar in style to GCSEs that prepares you for further study	2 years	Predominantly exams at the end of the course	3	For individual schools and colleges to decide (commonly 5 GCSEs at grade 4 and above)	No	Apprenticeship. University or college. Work
T Levels	A technical study programme similar to 3 A levels, with an industry placement which takes up 20% of the course. Designed to give you the skills that employers need	2 years	Exams, projects and practical assignments	3	Set by each school/ college	Yes (80% classroom, 20% work)	Apprenticeship. University or college. Work
Technical/ Vocational	Qualifications that teach you how to do tasks specifically related to the industry and role you want to be in	Course dependent	Course dependent (course work and exams)	1+	Course dependent (coursework and exams)	Course dependent	Apprenticeship. University or college. Work
Traineeships	A work focussed study programme that prepares you for an apprenticeship or work	6 weeks - 6 months	A formal job or exit interview with written feedback. Coursework and exams are course dependent	N/A	Have little to no work experience and qualifies below Level 3	Yes	Apprenticeship. Work
Entrepreneurship	Setting up your own business as either a freelance service, a sole trader or a registered company	N/A	N/A	N/A	Industry dependent	Recommended before setting up your own business	Self employment
Paid Employment	Working 16 hours or more weekly with a contract in place	N/A	N/A	N/A	Industry dependent	Recommended before working	Employment
University	Courses including different types of degree, HND, HNC, foundation , degree apprenticeships	3-5 years	Depends on the course usually exams, assignments and practical assessment	Level 4+	Relevant UCAS points and entry qualifications at level 3	Course dependent	Employment

DO YOU KNOW YOUR LEVELS?



Where next? Colleges to consider...

<p>Cheshire College South & West</p> <ul style="list-style-type: none"> - Chester campus (Handbridge, Chester) - Ellesmere Port Campus - Crewe Campus <p>https://www.ccs.ac.uk/</p>	<p>Coleg Cambria</p> <ul style="list-style-type: none"> - Yale Campus (Wrexham) - Bersham Rd (Wrexham) - Northup - Deeside <p>https://www.cambria.ac.uk/</p>
<p>Reaseheath College (Nantwich)</p> <p>https://www.reaseheath.ac.uk/</p>	<p>Derwin College (Gobowen near Oswestry in Shropshire)</p> <p><i>Residential option</i></p> <p>https://www.derwen.ac.uk/</p>
<p>Pettypool College - a specialist education provider for young adults with learning difficulties (Sandiway, Cheshire)</p> <p>https://www.pettypool.org.uk/</p>	<p>Aspris College (Wrexham)</p> <p>Independent Specialist College.</p> <p><i>Residential option</i></p> <p>https://www.pettypool.org.uk/</p> <p><i>*LA would need to agree this placement due to funding implications.</i></p>



SEND Support within Further Education (FE):

Your FE provider will maintain any EHCP and ensure all adjustments and support are in place and this can continue until the age of 25.

Organisations to research for work experience....

The Bren Project

<https://www.brenproject.org.uk/bren-bikes/>

The Bren Project is a small, independent charity offering people with learning disabilities and autism the opportunity to experience supported, bespoke work placements in Chester and the surrounding area.



Bridge Wellness Gardens



Bridge Wellness Gardens provides a therapeutic environment for those with learning difficulties and mental health issues, offering outdoor study facilities for children and young people. We also help to create jobs for the long-term unemployed and work experience that helps toward gaining life skills.

<https://bwgardens.co.uk/>

