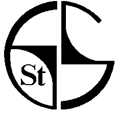
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**Work Related Learning Policy**

**Mission Statement**

*At St Giles we are passionate about learning. Our school community includes and values everyone, working together to achieve in a supportive, caring and professional way.*

*Our enthusiasm and positive energy makes St Giles a truly happy and vibrant place to be.*

**Rationale**

Secondary pupils at St Giles have a wide range of abilities and needs. The curriculum is designed to enable all the pupils to make maximum progress and to prepare them for transition through the school, beyond school and into adulthood. All pupils have access to the full breadth of the National Curriculum, differentiated to meet their needs. All pupils leave with accreditation at the highest level they can attain across a wide range of subjects: Level 1; Entry Level 1,2,3; ASDAN; AQA unit awards and Transition Challenge.

At St Giles, learning is not just about academic progress. We want all our pupils to develop their communication, social and physical skills to enable them to be as independent as possible, to be able to play a part in their local community, to keep safe and to stay healthy.

A senior teaching assistant leads on work related learning and transition under the direction of the Secondary Department Head.

**Transition from St Giles School at the end of Year 11 and Year 14**

* Pupils with severe and moderate learning difficulties leave St Giles at the end of Year 11. Pupils with profound and multiple learning difficulties have the opportunity to stay at St Giles for a further 3 years until the end of Year 14. They then transfer to adult provision.
* Planning for Year 11 and Year 14 transition from St Giles’ starts at the Year 9 Annual EHCP Review. This planning supports the young person until adulthood, is student led, and centres on the young person’s aspirations and ideas for the future.
* Parental expectations for their child’s future are included, as well as aspects such as health needs, personal and social development, training and employment, transport, independent travel, housing and leisure.
* From Year 9, long term outcomes are agreed which support the development of independence and preparation for adulthood. These are broken down into annual targets which form part of each young person’s personalised planning.
* At the year 9 review a Transition Plan is agreed. This plan is reviewed annually and is linked to the Education Health Care Plan (EHCP.)
* The Transition Plan is actioned by the Key Stage 4 Transition Support Advisor or the Post 16 teacher who oversee the delivery of the transition plan ensuring a smooth transition to Key Stage 5 at the end of Year 11 or adult provision at the end of Year 14.
* In preparation for the annual review the young person prepares a presentation with their class staff. This presentation includes their progress since the last review, their likes and dislikes, any difficulties they experience plus their hopes and dreams for the future. The young person may also request key persons to act as an advocate in the meeting, e.g. teaching assistant. For pupils living outside of the Croydon borough the transition advisor from the relevant local authority will be invited to attend the review.

**Applications to post 16 placements at the end of Year 11** The role of the Transition Support Advisor is to identify options and support the parents and young person with their choice of relevant post 16 placements at either a specialist sixth form or mainstream college.

Specialist sixth forms are available in Croydon at Priory School (SLD) and Bensham Manor(MLD) and in Surrey at Clifton Hill School (SLD). Occasionally places are sought at other out of borough sixth forms which would best meet an individual pupil’s needs.

Croydon College, NESCOT, Carshalton College and the Nido Volans Centre attached to Bromley College offer Entry Level and Level 1 courses. The courses are centred around life skills and transition to employment with a wide variety of study options.

Valence and St Piers also offer specialist facilities, but these are independent, out of borough settings.

* Funding is only available for an independent specialist sixth form if needs cannot be met locally.
* Valence only offers residential placements in the sixth form and these are less likely to be funded by Croydon. Joint funding may be requested from social care but will only be agreed if the funding falls within Fair Access to care eligibility criteria and is affordable under personalisation.

The Transition Advisor liaises with local colleges to arrange assessments at St Giles to see if the students’ needs can be met locally within Croydon.

Sixth forms and colleges have open days and evenings throughout the year. Parents and pupils are encouraged to visit colleges to see if they have the facilities required and suitable courses. Appointments can also be made directly to visit placements and the KS4 Transition Support Advisor or Post 16 teacher is available to attend these visits if necessary.

Applications are generally made directly to the college, though in some cases this arrangement will differ so advice should be taken from the college. A form is sent to the family from the local authority to state their choice; comments can be added to this form to give further reasons for choice of placement.

Once Key Stage 5 placements have been confirmed (generally during the summer term), transition visits can be organised and carried out during school time. Class staff from St Giles attend transition visits with the pupils.

St Giles liaises with the new placements to ensure that the correct provision is in place for the pupils, this includes Medical, Physiotherapy, Occupational Therapy, Speech and Language Therapy, the transfer of notes and equipment.

**Preparation for transition to college or adult social care at the end of KS5**

Young people with profound learning difficulties may stay at St Giles for 3 more years. In Year 12 they begin to explore options for post 19 provision with their parent, carers and class staff at the EHCP review.

As post 19 provision is a mix of education and adult social care the young person will be allocated a social worker to work with them and their family to carry out an assessment of their support needs. The social worker will be invited to the EHCP to support joint working.

Decisions about post 19 provision need to be made by early summer term to enable a transition programme to prepare the young person for their new setting and staff.

**Opportunities for meaningful encounters with the world of work**

All secondary pupils have a programme of highly differentiated encounters with the world of work. This might include a sensory story about working in the chocolate factory, a role play doctor’s surgery, a mini enterprise project or a supported work experience placement.

|  |  |  |
| --- | --- | --- |
| Who | What | When |
| Year 7-14 | World of Work topic - exploring different jobs in the community | Every 2 years |
| Year 7-14 | Visitors to assembly to talk about their jobs | Annually |
| Year 7,8 SLD and MLD | PSHE module on team work and enterprise | Summer term |
| Year 10 | Work experience  ASDAN unit – Module 8B World of Work | Summer term |
| Year 9, 10, 11 MLD and most students with SLD | See Appendix 2  ASDAN unit – Module 8A World of Work  PSE Entry Level 1,2,3 – Making Informed Career choices; Applying for jobs or courses; Relationships, Behaviour and Practices in the Workplace  Unit Award | Annual programme working towards accreditation and to support students to prepare for college. |

**Work Experience**

Work Experience at St Giles is an integral part of our Key Stage 4 programme, providing students with learning opportunities which aim to prepare them for transition to adulthood. The Work Experience programme allows a tailored approach to students needs individualising the programme according to choice and ability. Work Experience enables students to broaden their horizons by providing a real experience of the world of work and develop key skills such as independence, interpersonal skills, organisation, and time management as well as following the St Giles’ Values; Respect, Choice, Celebration, Community, Responsibility, Cooperation and Participation.

The common principles of a high quality Work Experience placement are that it;

* is purposeful, substantial, offers challenge and is relevant to the young person’s study programme and aspirations;
* is managed under the direction of a supervisor to ensure the young person obtains a genuine learning experience suited to their needs;
* has a structured plan for the duration of the placement which provides tangible outcomes for the student and employer;
* focuses on the skills required for that occupational sector;
* has clear roles, responsibilities and expectations for the student and employer;
* is followed by some form of reference or feedback based on the young person’s performance.

**School Aims of Work Experience**

Work Experience enables students to experience working life inside and outside school, thus facilitating the transition from school to post 16 provisions. It aims are:

* To improve attainment by making work more relevant.
* To further pupils’ ideas regarding their choice of future provision post 16.
* To encourage personal and social development.
* To foster an understanding of economic activities.
* To further pupils’ knowledge of the cross-curricular themes of Personal Social and Health Education (PSHE).

**Work Experience programme outline**

A two week Work Experience activity takes place in June and involves all Year 10 students. Work Experience is an integral part of year 10 at St Giles School.

In Year 11 students are encouraged to use what they have learned during Work Experiences to support their planning for their transition to Post 16.

**Student entitlement**

* St Giles’ students are entitled to receive **up to** 20 hours of Work Experience appropriate to their learning needs over a two week period; in line with the ASDAN or AQA Unit Award accreditations.
* A learning programme designed to prepare them for the placement appropriate to their needs.
* Guidance to support their choice of placement.
* An opportunity to set individual learning targets for their placement.

**St Giles working environments**

Work Experience within St Giles is not the same as external Work Experience although it does offer the same opportunities for transferring skills. Training with St Giles can support progression into an external working environment and can be of value for developing and transferring skills.

Students at St Giles have the choice of several working environment with in school; examples of these are the office, classroom teaching assistant, swimming pool assistant, music assistant and Whizz Kids assistant. Wherever possible all young people should have the opportunity to spend time in an external workplace.

Students with complex needs take part in a mini enterprise involving a community visit, creating products and setting up a shop to sell them to staff.

**External Work Experience environments**

External Work Experience venues should be with in close proximity to St Giles’ or the student’s home community. They should be realistic and matched to the student’s interests and ambitions. Examples of external Work Experience environments are garden centres, Purley Nursery School, local Libraries, Gateway Department (Croydon Council) and charity shops. External Work Experience venues may change from year to year to reflect the student’s choice and ability.

**Assessment, recording and reporting**

A student Work Experience diary is compiled and used to review individual learning targets. This process contributes to the overall individual learning planning process.

Completion of the Work Experience booklet is a requirement of all students to gain ASDAN or AQA Unit Award accreditations.

**Arrangements for assessment, recording and reporting**

Work Experience is reported on as part of the student’s progress under the PSHE programme, ASDAN and AQA Unit Awards. Students present their Work Experience in a diary. Evidence of work in the form of photographs or filming will also form part of their progress file. The evaluation of the student’s performance will be assessed by the Work Experience coordinator or the teaching assistant assisting the student on site.

**Evaluation**

All students are assisted by specialist class staff while they are on placement. Staff are required to provide informal feedback and evaluation after the visit and to report any causes for concern.

Completion of Work Experience placements and Mini Enterprise projects are shared and celebrated with the secondary department in their assemblies.

**Health and safety**

Both students and parents have a right to expect that all precautions will be taken to ensure that each individual’s health and safety is paramount during all stages of the Work Experience placement.

* All students will be placed in Work Experience environments which have been risk assessed by the Work Experience coordinator.
* Each student will also have an individual risk assessment.
* The Work Experience coordinator will ensure that the employers have Employer Liability Insurance and systems in place for ensuring the safety of students.
* Whilst onsite and in the event of an emergency the student and their supervisor will follow instructions given to them by venue staff.
* The school mobile phone and first aid kit plus the student’s personal medication and equipment will be present at each Work Experience.

Employees in the Work Experience placement are not required to be DBS checked.

No student will be allowed to go on a Work Experience placement unless it has been Health and Safety approved in advance by the Work Experience coordinator and the plans have been reviewed by the Deputy Head, who is responsible for educational visits.

**Funding**

The Work Experience coordinator will source opportunities to fund the Work Experience programme by the way of grant offers from businesses.

**Cross references**

This policy has taken into consideration and has links with the following:

* Assessment for learning policy
* Behaviour and rewards policy
* Curriculum policy
* Equalities policy
* Inclusion policy

**Appendix 1**

**SLD/MLD Work Experience Programme timeline**

|  |  |  |
| --- | --- | --- |
| **Month** |  | **Responsible** |
| February | Contact viable Work Experience venues.  Explore grant offers. | Work Experience coordinator |
| March | Present Work Experience programme to Deputy Head for approval.  Book transport.  Create individual timetables. | Work Experience coordinator |
| April - May | Prepare students and guide them in making suitable choices through discussion and guidance in Work Experience Diary.  Create student curriculum vitae. | ASDAN teacher  Work Experience coordinator |
| April - May | Visit venues to complete risk assessments for transport, venues and students. | Work Experience coordinator |
| May | Students to contact employers by letter, with enclosed curriculum vitae.  Employers to receive formal letter or email from St Giles confirming details. | Work Experience coordinator |
| May | Parents letter with consent form sent home  Collect parental consent | Work Experience coordinator |
| June | Staff briefing on programme  Ensure medical training in place | Work Experience coordinator, teaching assistants |
| June | Work Experience coordinator to be off timetable to ensure smooth running of programme; to assist onsite and problem solve. | Work Experience coordinator |
| June | Completion of diary and debrief of programme.  Collection of evidence for ASDAN/Unit Award qualification. | Teaching assistants, teacher, Work Experience coordinator |
| July | Employers receive thank you letters from students. | Work Experience coordinator |
| Autumn term | Students to present Work Experience information on a forum such as an assembly; invite employers involved in programme to attend. | Teacher, class staff,  Work Experience coordinator |

**Complex needs mini enterprise**

Work experience is an integral part of Key Stage 4 that provides learning activities which aim to prepare the students for transition to adulthood. It enables learners to broaden their knowledge of different environments, people and routines; it also supports the learners Next Steps, Progress files, EHCP and PSHE P- level targets.

The work experience program will take place over several sessions during a two-week period in May, it includes visits to different environments such as the garden centre and the creation of a mini enterprise activity.

The SLD / PMLD learner will follow unit awards relating to work environments, for example, The work of a sensory gardener, Team work in a mini enterprise and Taking part in work experience with support.

SLD learners in addition will be able to take part in work experience activities within St Giles that is tailored to the learner’s choice and ability. E.g. receptionist.

Whilst the visits will be carried out as a group activity, it is recognised that due to the complex needs of the learner it can be challenging to follow a rigid program, therefore class staff are briefed and are able to follow the programme and activities at a different time if necessary.

|  |  |  |
| --- | --- | --- |
| **Month** |  | **Responsible** |
| February | Plan SLD / PMLD work experience program.  Research suitable unit awards i.e. gardening, café project, mini enterprise. Plan suitable visits to venues linked to unit award. | Work Experience coordinator |
| March | Present Work Experience programme to Deputy Head for approval.  Liaise with class staff and create individual timetables. | Work Experience coordinator |
| April - May | Creation of class files containing full program of work with dates, objectives, staff and resources.  This ensures that the program and unit awards can be achieved on a 1:1 basis if necessary in the event of illness, absences or home schooling. | Work Experience coordinator |
| April - May | Visit venues to complete risk assessments for transport, venues and students. | Work Experience coordinator |
| May | Staff briefing on programme.  Ensure medical training in place. | Work Experience coordinator, medical, class staff |
| May | Work Experience coordinator to be off timetable to ensure smooth running of programme; to assist and problem solve. | Work Experience coordinator, class staff |
| May | Research with students, create products and poster to advertise mini enterprise. Carry out enterprise, collate earnings and evidence. | Work Experience coordinator |
| June | Debrief of programme.  Collection of evidence for Unit Award qualification.  Power point presentation of Work Experience. | Teacher, Class staff,  Work Experience coordinator |
| Autumn term | Students to present Work Experience information on a forum such as an assembly; invite employers involved in programme to attend. | Teacher, Class staff, Work Experience coordinator |

**Appendix 2 MLD/SLD ASDAN modules**

**ASDAN module 8 World of Work**

4 units = 1 credit

8 units = 2 credits

**Section A**.

Unit 1: Obtain information on the following:

* training and Further Education options
* a range of qualifications
* where to find careers advice and information.

Contact a careers service advisor, careers teacher or personal advisor about your own interests and plans for the future.

Produce a plan describing what you need to do to prepare for training or further education.

Unit 3: Improve your understanding of the job application process by doing two of the following:

* Writing a letter of application
* Competing an application form or writing a CV
* Taking part in a mock interview

Review your strengths and identify areas to improve in your next application

Unit 4 (Year 11): Visit a sixth form Centre or Further Education college. Find out about the courses and talk to tutors/ students about what it is like to study there.

Unit 5: Interview or invite people to speak to your group about two of the following:

* Employment/self-employment
* Apprenticeships/training
* Further or Higher Education courses
* Trade Unions or Professional Associations.

Discuss what you learned with others

Unit 6: Working in a small group, produce a list of questions that would help you to find out more about places of employment.

Contact one or more companies/organisations by e-mail, telephone or letter. Using the group’s questions as a guide, find out more about the work placements/vocational training they offer.

Keep notes of your findings.

Unit 7: Take part in a discussion or role play about two of the following scenarios and identify people or organisations that could help:

* Someone you know has been the subject of racial verbal abuse by people at work;
* A friend says that her new boss has been annoying her by putting his arm around her.
* You have been told that you will get the sack if you don’t work overtime.
* A friend has been asked to use machinery that does not have the required safety guard.
* Someone you know felt discriminated against in a job interview.
* You feel you are being treated unfairly at your work experience because you have been given all the boring jobs to do.

Unit 8: Complete a health and safety preparation programme for work experience or a vocational placement.

**ASDAN module 8 World of Work**

**Section B**

Unit 1: Year 10 Work Experience

Complete a period of Work experience that will help you to develop an understanding of the world of work.

This must include:

Careful preparation, including discussion about the aims of your placement, information about the organisation you will be working for and their Health and Safety rules.

Reporting back, on your experiences and achievements, e.g. in the form of a diary

**Entry Level PSE MLD units**

**Unit 7 Making informed career choices**

|  |  |  |
| --- | --- | --- |
| Entry Level 1 | Entry level 2 | Entry level 3 |
| Be able to link requirements to certain jobs | Be able to identify sources to assist in career planning | Be able to identify sources to assist in career planning |
| Be able to recognise an appropriate employment, training or FE destination | Be able to recognise an appropriate employment, training or FE destination | Be able to recognise an appropriate employment, training or FE destination |
|  | Be able to recognise own suitability for specific careers or jobs | Be able to recognise own suitability for specific careers or jobs |

**Unit 8** **Applying for Jobs or Courses**

|  |  |  |
| --- | --- | --- |
| Entry Level 1 | Entry level 2 | Entry level 3 |
| Know how to apply for a job or course | Know how to apply for a job or course | Know how to apply for a job or course |
| Know how to prepare for and take part appropriately in a simple interview | Know how to prepare for and take part in a simple interview | Know how to prepare for and take part in a simple interview |
| Know the type of material that can be used to support an application for a job or a course | Know the type of material that can be used to support an application for a job or a course | Know the type of material that can be used to support an application for a job or a course |

**Unit 9 Relationships, Behaviour and Practices in the Workplace**

|  |  |  |
| --- | --- | --- |
| Know about different roles in a workplace | Know about different roles in a workplace | Know about different roles in a workplace |
| Know about equal opportunities in the work place | Know about equal opportunities in the work place | Know about equal opportunities in the work place |
| Know about workplace health and safety requirements | Know about the role of trade unions | Know about the role of trade unions |
|  | Know about workplace health and safety requirements | Know about workplace health and safety requirements |

**Post 16 PMLD** students follow the Transition challenge,

<https://www.asdan.org.uk/courses/programmes/transition-challenge>