

Sequence & Learning Progression Guidance for planning

Learning area: **Myself**

Area: **Preparation for Adulthood**

We recognise the importance of raising aspirations and expectations, and encouraging staff, students and their families to think about what students' futures might look like for children from an early age. Our curriculum allows for personalised pupil outcomes which are focused on the young person's aspirations, and leading to them having as independent a life as possible.

All learning is intended to ensure that students are preparing for adulthood by developing and building on their previous attainment, with regard to:

- **higher education and/or employment** – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies;
- **independent living** – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living;
- **participating in society**, including having friends and supportive relationships, and participating in, and contributing to, the local community;
- **being as healthy** as possible in adult life.

↪ It is important that we raise aspirations and expectations and encourage thinking about what the future might look like for children from an early age, building on the principles of the Early Years Foundation Stage Areas of Learning: communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding the world, expressive arts and design.

↪ Children develop at different rates. Activities introduced in Early Years may need to continue into later Key Stages. For some young people they will develop across their whole school career. It is important that pupils are supported to develop and build on the previous attainment.

↪ Outcomes for pupils need to be personalised and focused on the young person's aspirations, leading to as independent a life as possible. Activities may be part of the curriculum or everyday events outside of school.

↪ **The following lists indicate activities and experiences which are offered across our curriculum in the different Key Stages.**

↪ Further information on the *National Development Team for Inclusion's (NDTi) PfA programme can be found at*

Employment		
Key Stage	Skills and knowledge	
<i>Early Years</i>	Following instructions Playing with other children Communicating with intent	Adapting to/settling in new environments Real-world play (builder / nurse / doctor)
<i>KS1</i>	Real-world visits (fire stations, farms etc.) Meeting role models	'What do you want to be when you grow up?' Working as part of a group
<i>KS2</i>	Talk about different careers and education options Visitors to school talking about their careers Class jobs & responsibilities	Building a personal profile of interests and ambitions Identifying people who help us Self-care e.g. importance of hygiene
<i>KS3 & 4</i>	Researching different career types Planning for employment: qualifications, study programmes, work experience. Managing time Vocational options – building a personal / vocational profile Part-time employment / experience of earning money Understanding supported employment options e.g. access to work Transition to new settings	Structured careers advisory sessions Entry level qualifications
<i>P16</i>	Build on strengths and interests CV writing	Further work on academic and vocational qualifications Skills in applying/interviewing for jobs
<i>Next steps (P19)</i>	Consolidate or finish learning Voluntary work Paid work	Taking part in adult education / community learning Knowing how to access support from Job Centre post-education Understanding benefits

Independent Living		
Key Stage	Skills and knowledge	
<i>Early Years</i>	Eating and drinking routines Real-world play (kitchens, DIY, cleaning)	Toileting & hygiene routines Managing clothing & fastenings

	Making choices	Making exchanges
<i>KS1</i>	Washing / brushing teeth Self-help skills e.g. fastenings	Telling the time Exchanges - paying for items
<i>KS2</i>	Residential trips Understanding money – shopping Travel training - transport and road signs Making choices about required items e.g. clothing	Cooking at school and home Moving around the school independently Road safety Self-regulation skills
<i>KS3 & 4</i>	Travel training – being in the community Making own food and meals Expressing likes and consent Managing money – budgeting and savings	Making decisions about what to spend money on Socialising in the local community Personal safety – real world, online
<i>P16</i>	Managing bills (e.g. mobile phone) Payments Decision making (mental capacity, consent, best interest) Managing your time Being safe in your home Actively planning for future living arrangements	Managing potential income including Personal Independence Local learning options Transition to adult care Understanding different types of living arrangements
<i>Next steps (P19)</i>	Arranging independent / supported living options Continuing to develop independent living skills as part of a study programme	Understanding correspondence / bills

Community Inclusion		
Key Stage	Skills and knowledge	
<i>Early Years</i>	Making friends Visits / day trips	Social interaction
<i>KS1</i>	Team games & turn-taking Weekend activities Care for the environment e.g. litter	After school clubs Developing friendships / friendship groups Participating in performances
<i>KS2</i>	Youth and after-school clubs Knowing the local area Understanding bullying	Being safe on and off line Walking short distances alone Managing change

	Understanding the role of charities	Emergency services – knowing when and how to get help
<i>KS3 & 4</i>	Making decisions about how to spend free time Managing social media and other technology Online gaming and staying safe Friendships and relationships PANTS rules Manners	Belonging to different groups Building resilience Being respectful of others
<i>P16</i>	Changing friendships Managing your time Understanding alcohol and drugs Understanding the criminal justice system Knowing where to go for help and how to use the emergency services	Personal budgets Being safe on the streets Volunteering
<i>Next steps (P19)</i>	Accessing adult social care Maintaining friendships outside of an education setting	

Health (See Myself Health and wellbeing sequence guidance)		
Key Stage	Skills and knowledge	
<i>Early Years</i>	Diet and food variety Being and staying active	Co-operating with basic routines
<i>KS1</i>	Diet - making choices Physical exercise	Dentist school visit Being aware of our own needs e.g. asthma
<i>KS2</i>	Managing minor health needs e.g. asthma Articulating pain / health problems Safety in the home	Starting puberty Balanced diet & healthy eating
<i>KS3 & 4</i>	Relationships & Sex Education Understanding what the GP can help you with and when Mental health and wellbeing Switching the screens off and getting a good night's sleep Recognising others' needs	Managing more complex health needs Drug and alcohol education Knowing when, where and how we can help others
<i>P16</i>	Taking responsibility for GP, dental and optical appointments	

	<p>Managing own health</p> <p>Transition to adult health services</p> <p>Staying physically active and healthy</p> <p>Understanding relationships, including sexual relationships - choices, safety and good health</p> <p>Applying knowledge and self-care skills</p>
<i>Next steps (P19)</i>	<p>Managing health appointments</p>

Sequence & Learning Progression Guidance for planning

Learning area: Myself

Area: Personal Safety

SEND PHSE planning framework is organised into six sections:

1. Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests) 2. Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.) 3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education) 4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education) 5. **Healthy Lifestyles (Being and keeping healthy, physically and mentally)** 6. The World I Live In (Living confidently in the wider world)

*Mental health

Phase: Post 16

Provision (when/how)	Activities	Skills/Knowledge	Questions/ Vocabulary
Asdan LIFE Challenge Accreditation Cross curr	Walks in the community Travelling on public transport Going to college Homecare activities	Identify/ avoid hazards in the kitchen and follow health and safety rules. Identify dangers around the home which could cause harm. Identify hazardous objects and ways to keep safe. Recognise individuals and services who can help them keep safe. Be able to seek medical advice Understand what is in a first aid kit and what items are used for. Show that they can cope with in an emergency and non-emergency first aid situation. Identify situations where they feel safe and unsafe. Identify appropriate information they must share when going out. Recognise ways of keeping money safe. Recognise potential dangers for pedestrians and use their knowledge to cross roads safely using a range of crossings and green cross code practices. Using a bus Research times, fares, where to get on and off. State destination and give fare. Behave appropriately on the bus and get on and off safely. E Safety Know how to use the Internet safely	Plan Name, address, phone number Emergency vehicle names Like/do not like Yes/no Stop, look, listen, cross Rules Emergency services – 999 Hot/ cold Sharp Safe Stranger awareness

		<p>Know how to minimise the risks when sharing personal information on the Internet.</p> <p>To recognise the potential risks of using Social Networking sites</p> <p>Recognise what is an appropriate and inappropriate message/image, identify different forms of Cyber-bullying and know how to get help.</p> <p>Have the knowledge and skills to safely use computer games.</p> <p>Understand how personal information can be shared on the Internet and how to minimise the risks. Understand and implement password security strategies.</p> <p>Recognise how grooming can occur online, identify signs of grooming and how to report it.</p>	
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Phase: KS4

Provision (when/how)	Activities	Skills/Knowledge	Questions/Vocabulary
<p>X2 lessons per week thematic</p> <p>ASDAN accreditation</p>	<p>Videos on effects of drugs/smoking and alcohol</p> <p>Human body</p> <p>Walks in the community</p> <p>Cooking activities</p> <p>Access to iPad/laptops</p> <p>How to contact the emergency services</p> <p>Role play scenarios</p> <p>Travelling on public transport</p> <p>Going to college</p>	<p>Recognise how to predict, assess and manage risk in a range of situations.</p> <p>Appropriate adults – know how to respond to adults they encounter whom they do not know and what to expect in return (including online).</p> <p>Appropriate relationships – recognise unhealthy behaviours in relationships and coercion.</p> <p>Know where to get advice.</p> <p>Substances and risks – drugs, smoking and alcohol.</p> <p>Road safety – making independent journeys, safe cycling.</p> <p>Safety at home and in the community and how to get help</p> <p>First aid – basic techniques to deal with common situations.</p> <p>E-safety - Knowing your personal details and keeping them safe.</p> <p>Recognise need to ration time spent online and impact of online activity on physical and mental wellbeing.</p> <p>Consider effect of online activity on others, recognise and display respectful behaviour.</p> <p>Understand why some content is age-restricted.</p> <p>Recognise negative behaviours – abuse, trolling, bullying and harassment.</p> <p>Know how to report concerns and get support with issues online.</p>	<p>Healthy/unhealthy</p> <p>Addictive</p> <p>Emergency vehicle names</p> <p>Like/do not like</p> <p>Yes/no</p> <p>Stop, look, listen, cross</p> <p>Rules</p> <p>Emergency services – 999</p> <p>Hot/ cold</p> <p>Sharp</p> <p>Safe</p>

Phase: KS3

Provision (when/how)	Activities	Skills/Knowledge	Questions/ Vocabulary
X1 lessons per week Thematic	Walks in the community Road safety videos Cooking activities Access to iPad/laptops How to contact the emergency services Role play scenarios	Appropriate adults & appropriate relationships. Privacy – know not to keep secrets in relation to keeping safe. Recognise appropriate and inappropriate or unsafe physical contact. Reporting concerns or abuse – appropriate vocabulary and confidence. Road safety – learning rules and developing independence. Rules for keeping safe at home and in the community Water safety Fire safety Cooking – keeping themselves safe Drugs – medicines and legal drugs eg, smoking and alcohol. First aid - how to call for help. Common injuries eg. Head injuries. E-safety – know people sometimes behave differently online including pretending to be someone they are not. Learn rules and principles for keeping safe online. Learn to recognise risks.	Like/do not like Yes/no Stop, look, listen, cross Rules Emergency services – 999 Hot/ cold Sharp Safe

Phase: KS2

Provision (when/how)	Activities	Skills/Knowledge	Questions/ Vocabulary
Cross curricula Thematic topic webs	Role play/Dress up Emergency services role play people and vehicles Walks in the community Road safety videos Role play with cars and bikes Cooking activities Access to iPad/laptops	Extend knowledge of people who can help us and how to get help. Asking for advice or help for themselves or others. Appropriate boundaries and behaviours in friendships. Appropriate and inappropriate touch – identify private areas of the body. Recognise and report feelings of being unsafe/feeling bad about an adult or peer. Road safety – being safe when out, following adult direction. Rules for keeping safe at home Fire safety Gas and Electricity. Safety in the kitchen. Harmful substances in the home. What to do in an emergency. E-safety - how to critically consider online sources of information, know it is not always true. How to report something which makes them uncomfortable.	School Nurse, Doctor, Social Worker, Community worker, respite carer. Like/do not like Stop, look, listen, cross Rules Emergency services – 999 Safe

	Know the principles for online/digital relationships are the same as face to face – respect and bullying.	
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Phase: KS1

Provision (when/how)	Activities	Skills/Knowledge	Questions/ Vocabulary
Cross curricula thematic	Role play Transport toys Water play Exploring temperature Small world toys	Recognise people who help us through their professions. Transport awareness – recognise emergency vehicles. Follow routines when using school transport and out in the community. Express likes and dislikes Following rules and instructions Understand they can use IT to play and learn and have favourite activities. Understand difference between real and online experiences. Uses tools and equipment safely with reduced adult support.	Police, fire fighters, doctors, nurses etc. Emergency vehicle names Hot/warm/cold Like/do not like

Phase: Early Years

Provision (when/how)	Activities	Skills/Knowledge	Questions/ Vocabulary
Cross curricula Thematic	Role play Transport toys Water play Exploring temperature Small world toys	People who help us Transport awareness - recognise vehicles, bus, train, car. Follow adult instructions when moving around the school. Express likes and dislikes Be supported to use IT to play and learn. Follows rules and instructions. Uses tools safely with adult support.	Mum, Dad, Grandparents, Carers, Teachers, Doctors & Nurses. Vehicle names Hot/warm/cold Like/do not like

Sequence & Learning Progression Guidance for planning

Learning area: Myself

Area: Work Related Learning (CEIAG) ([LINK TO GATSBY BENCHMARKS](#))

Phase: Post 16

Provision (when/how)	Skills/Knowledge	Questions/ Vocabulary
World of work program ASDAN Life Challenge accreditation	<p>Take part in work experience opportunities in school and in the community. Keep a work diary to evaluate experiences and identify learning. Explore the skills and qualities needed for working life, investigate personal career opportunities and prepare key personal information. Know appropriate dress and hygiene requirements for a work-related task Practise a telephone conversation. Be able to complete a job or college application form.</p> <p>Take part in a mini-enterprise activity as part of a team.</p> <ol style="list-style-type: none"> 1. Contribute to the planning of a mini-enterprise 2. Support the sale of items made 3. Demonstrate good customer service skills 4. Show an understanding of quality control when producing items for sale <p>Take part in a fundraising activity for a chosen community group or charity.</p>	<p>Work Community Profit Need Volunteer</p>

Phase: KS4

Provision (when/how)	Skills/Knowledge	Questions/ Vocabulary
ASDAN functional skills program	<p>Research into different types and patterns of work, including employment, self-employment and voluntary work to identify skills, knowledge and qualifications required. Recognise skills that employer's value. Learn about issues relating to employment such as health and safety.</p>	<p>Safety Employment Jobs Interview</p>

2x weekly enterprise	<p>Make increasingly informed and realistic choices about future pathways.</p> <p>Develop an action plan for achieving goal.</p> <p>Understand process of applying for jobs or college course including application and interview.</p> <p>Research interests and hobbies which can be developed outside of school or college.</p> <p>Develop awareness of own skills and aptitudes.</p>	<p>Application</p> <p>Profit</p> <p>Market work</p>
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Phase: KS3

Provision (when/how)	Activities	Skills/Knowledge	Questions/Vocabulary
<p>ANPA lessons x4</p> <p>PSHE x 1 term</p> <p>Cross curricular Thematic</p>	<p>Set personal goals to help achieve personal outcomes in pupil progress files</p>	<p>Recognise positive things about themselves and their achievements.</p> <p>Identify and value interests and hobbies.</p> <p>Know that there is a broad range of different jobs.</p> <p>People have more than one type of job in their lifetime.</p> <p>What influences peoples' decisions about job including pay.</p> <p>What skills will help them in future career.</p> <p>Identify kind of job they might like to do.</p> <p>Recognise routes into a career.</p>	<p>Interests</p> <p>Pathway</p> <p>Pay</p> <p>Money</p> <p>Employment</p>

Phase: KS2

Provision (when/how)	Skills/Knowledge	Questions/Vocabulary
<p>Cross curricular Thematic</p>	<p>Recognise strengths and weaknesses in themselves and others.</p> <p>Know that jobs help people earn money to pay for things</p> <p>Identify different jobs people they know do. And different jobs in the community</p> <p>Recognise there are strengths and interests required for different jobs</p>	<p>Interests</p> <p>Strengths</p> <p>Hobbies</p> <p>I like</p>

The Gatsby Benchmarks

THE GATSBY BENCHMARKS ARE THE RESULT OF AN INTERNATIONAL STUDY TO FIND THE BEST PRACTICE IN CAREER GUIDANCE WORLDWIDE. FROM THIS STUDY, EIGHT BENCHMARKS WERE DRAFTED WHICH DEFINE THE ESSENTIALS OF GOOD CAREER GUIDANCE. WE HAVE DEVELOPED A FRAMEWORK BASED ON THESE EIGHT BENCHMARKS, WHICH REFLECTS OUR COMMITMENT TO EXCELLENT PRACTICE IN CAREER GUIDANCE.

1 A STABLE CAREERS PROGRAMME

Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

- Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.
- The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.
- The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.

- We ensure a stable Careers programme through our Careers Education, Information, Advice and Guidance (CEIAG) Policy which outlines the School ethos, aims, delivery and content, partnerships, monitoring and evaluation of how our Careers programme is embedded across the school.
- We provide students with taster opportunities, work experience, mentoring, enterprise education, access to role models and inspiring activities in school and in the community to raise aspirations for future destinations.
- In preparation for adulthood, students learn independent life and living skills, travel training, PSHE and community participation.
- The whole school has opportunities across the curriculum to develop transferable life and social skills that support careers, employability and enterprise through our Lifeskills Challenges. This includes the development of students' self-advocacy, negotiation, decision-making and transition skills - purposeful interactions with a range of trusted and familiar adults including school staff and visitors.
- The Post 16 Preparation for Adulthood Manager, Tom Dougherty leads and co-ordinates the careers programme and engages with community partners. We also have a Trustee Representative - Lynda Adam, who takes a strategic interest in careers education, and a Vocational Support Administrator, Alex Challinor, in post.

<p>2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION</p>	<p><i>Every student and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</i></p> <ul style="list-style-type: none"> - By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. - Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children. 	<ul style="list-style-type: none"> - Evidence for learning, work experience diaries, pupil progression profiles and wall displays show our students visiting and participating in work experience opportunities in a range of sectors. - Local employers (ref Benchmark 6 for examples of employer partnerships), participate and support our young people in Work related learning events held in school e.g. Macmillan Coffee Mornings, School Shop etc. - Former pupils come back to share their experiences of college, work and training, and are also visited in their local place of employment – internship pathway-to inspire students of their future potential and opportunities. - Year 10-14 students carry out job roles and responsibilities within the School Shop, Polytunnel, office and at whole school events etc. developing communication and independence skills, and as role models for younger students and parents. - Our school website (www.springcommon.cambs.sch.uk) signposts parents to organisations e.g. pinpoint with information and experience of career pathways and progression routes. Yr 9 and KS4/5 have targeted sessions with ANPA to discuss careers and up to date routes to careers. - We offer our skills and professional knowledge base to support local businesses and other schools in the Cambs Outreach programme, to learn more about disability and diversity. E.g. Students commissioned to produce an Autism friendly guide for visitors to the Norris Museum in St Ives.
<p>3 ADDRESSING THE NEEDS OF EACH STUDENT</p>	<p><i>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student.</i></p> <ul style="list-style-type: none"> - A schools careers programme should actively seek to challenge stereotypical thinking and raise aspirations. - Schools should keep systematic records of the individual advice given to each pupil and subsequent agreed decisions. - All pupils should have access to these records in order to support their career development. - Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations. 	<p>LINKS TO BENCHMARK 1</p> <ul style="list-style-type: none"> - Our students lead and participate in their annual EHCP Review meetings which help set out goals and support needs in relation to: moving into paid employment and higher education, independent living, having friends and relationships, being an active member of the community and living a healthy lifestyle. - EHCP targets are linked to the Preparation For Adulthood outcomes. PFA themes are used in student's progression profiles which detail aspirations for all pupils in year 7 and above. (www.preparingforadulthood.org.uk) - Students and families in Year 9 and above all receive a comprehensive 'Moving On' Options & Preparing for Adulthood handbook. All are invited to attend the 'Moving On Options' evening- a future aspirations information, advice and guidance fair. All families have access to the 'Moving on' page on the school's website. - Parent/Carer and Student CEIAG forums are held during spring and summer terms in partnership with the Additional Needs Pathway Adviser and Social care to continue addressing individual needs of learners as they transition through the key stages.

4 CURRICULUM
LEARNING TO
CAREERS

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

- By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within a wide range of careers.

- All pupils from year 7 and above begin to develop their 'progression profile' using the Cams Vocational Profile prompts adapted to a visual format they detail 'an individual's experience, skills, abilities, interests, aspirations and needs in relation to employment. The aim is to understand the person in-depth and to allow for the best possible job match or work experience placement. It provides a picture of the ideal conditions needed in a workplace for the student to be successful.'

- Careers as a cross curricular subject gives young people access to both work-related experiences and explicit skills-functional Maths, English and ICT, alongside ensuring the subject curriculum relates to the workplace. Our CEAlG programme incorporates a broader curriculum of independent living skills, social skills and travel training delivered by regular staff at school and with the local College travel trainer for transitioning as required. We have a tailored approach to provide a balance between different elements of learning, such as class-based, community based, work experience or enterprise activities to develop transferable career skills and we draw on real-world contexts to boost confidence and understanding. Refer to Part 1 of the 'Moving On' Options Booklet for more information.

5 ENCOUNTERS
WITH
EMPLOYERS
AND
EMPLOYEES

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

- Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.

*a 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.

A young person who has four or more meaningful encounters with an employer is 86% less likely to be unemployed or not in education or training (NEET) (Education and Employers taskforce 1998)

We commit to building high expectations in our SEND learners by giving our Entry Level learners encounters with employers on multiple occasions. In one of three ways:

- Our onsite '3 strand work experience' (shop, catering and hospitality and horticulture, all of which involve an enterprise and retail element). We invite employers and families in to the school for events e.g. the 2 day Macmillan Coffee Mornings (200 customers), Restaurant Days, themed shop days selling enterprise goods.
- Through off site group community Work Experience placements e.g. Norris Museum; local plant nursery, nature reserve, allotments.
- Individualised placements in local workplaces where appropriate for learners, e.g. local book shop, cafes or childcare facilities.

All of which are opportunities for our students to learn in an age appropriate, progressive way about work, employment and skills that are valued in the workplace.

We celebrate employability skills at our KS4 and KS5 leaver assemblies.

From years 7-11 our students will experience many encounters with employers and employees, through an extensive range of community visits as part of their 'personal development'.

Our Moving On event and booklet shows our strategic approach and shared sense of purpose with key partners including parents/carers, employers, teachers and other agencies to offer relevant and updated information about future pathways.

<p>6 EXPERIENCES OF WORKPLACES</p>	<p><i>Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</i></p> <ul style="list-style-type: none"> -By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. - By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have. 	<p>Linking to Benchmark 5.</p> <ul style="list-style-type: none"> - Our offer of meaningful experiences includes a range of possible workplace visits, work shadowing, work experience and career-related volunteering and citizenship. We have a graduated programme of employer engagement for our learners, and record and monitor each individual's range of experiences to provide breadth of opportunity. Placements have included supermarkets, offices, care homes, restaurants, country parks, museums and other local businesses/organisations as well as internal work placements with site manager etc. - Where possible students will be independent in the work place, but we offer employers support materials e.g communication passports, specialist resources and job mentors bespoke to individual needs of learners/employers as part of the preparation and planning. Students compile journals of their experience to share with employers, families and peers. - Post 16 curriculum offers learners the opportunity to explore at least 4 vocational pathways in Retail, Horticulture, Catering and Hospitality and volunteering. We find all these experiences help with transition confidence, self-esteem and personal development in preparation for adulthood.
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Benchmark	Summary & Criteria	Spring Common Academy Outcomes
<p>7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</p>	<p><i>All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</i></p> <ul style="list-style-type: none"> - By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. - By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. 	<ul style="list-style-type: none"> - For year 12, 13 and 14 students, we offer an extensive 3 year College Link programme with local F.E Colleges i.e. Cambridge Regional College, in years 12-14. We widen this to year 11 and other Colleges if a NAC bespoke transition programme is required for learners in their final year. - Our young people learn about post-compulsory schooling options in a range of ways including through direct interactions with the lecturers, college environments, current students and alumni. - The Moving On and transition fair allow students and families to find out about courses, and to explore the full range of routes available including their local college, apprenticeships, traineeships, vocational opportunities, employment. Also discussed with ANPA in KS4 and KS5 Annual Reviews where appropriate. - We work in close partnership with our local F.E provision and share best practice to meet the needs of our learners and their complexities. We carry out quality assurance and monitor delivery through the Service Level Agreements (SLA), Learner Review documentation and College Learning Walks by School SMT.

8 PERSONAL GUIDANCE

Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

- Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Cambridge County Council and review a Partnership Agreement annually to provide access for all students to a specialist careers adviser – an Additional Needs Pathway Adviser (ANPA) who works with school, students and their families from year age 14-25 to provide consistent, ongoing support for the transition to adult life. ANPA attendance at EHCP annual transition reviews, supports our commitment to helping students and parents to understand progression pathways and through interagency collaboration, to develop strategies and advice on how to achieve their goals.

- Career guidance activities include listening to students' initial ideas, qualifications, skills, experiences, circumstances and life aims – All About Me profiles, 1:1 discussions etc. - helping students to identify and explore suitable options, in preparation and prior to any meetings/reviews.
- Vocational profiles are beginning to become a useful tool as part of the provision of information, advice and guidance services.
- We have recently enlisted 2 Enterprise Advisers, one who runs her own business, to work in partnership with our School to advise, and mentor learners and staff both on-site and off-site, with Enterprise and Employability skills.
- The Moving On options books, Transition events and CEIAG forums and Preparation For Adulthood Manager are all available resources to offer personal guidance to learners, and to provide training and briefing sessions to staff on CEIAG.

Sequence & Learning Progression Guidance for planning

Learning area: Myself PSHE

Area: Health and wellbeing (including self-care)

SEND PHSE planning framework is organised into six sections:

1. Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests) 2. Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.) 3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education) 4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education) 5. **Healthy Lifestyles (Being and keeping healthy, physically and mentally)** 6. The World I Live In (Living confidently in the wider world)

*Mental health

Phase: Post 16

Provision (when/how)	Activities	Skills/Knowledge	Questions/Vocabulary
2x per week	Personal details- name,address, height, gender, age etc. Healthy food choices-create a healthy menu Healthy exercise choices Cooking Shopping-shopping lists Visiting the community-safety Using kitchen appliances. Making a bed. Going on public transport. Budgeting	Mental Health Identify what is meant by good mental health and what is meant by mental ill health Identify how a person may feel when experiencing a low mood Identify coping strategies to build emotional resilience for good mental health State how activities can help them to maintain good mental health. Healthy Eating Make choices of what to eat for a snack and a meal. Plan and prepare a meal, including identifying and following a recipe, costing and buying ingredients, clearing away. Identify healthy options when eating out. Exercise	Healthy (living/diet) Safety Balanced diet Choice making Emergency services

		<p>Have weekly access to sport and leisure activities in school and in the community.</p> <p>Access leisure activities in the community to try out potential interests and hobbies which may be continue post school.</p> <p>Know the positive effects of participating in sport and exercise and the negative effects of not doing so</p> <p>Healthcare</p> <p>Know what is needed for good health and well-being and what factors might result in ill health.</p> <p>Identify where to seek advice and help if they become unwell.</p> <p>Be able to list the duties of key health professionals</p> <p>Be able to state when health care services should be used</p> <p>Self-care</p> <p>Understand the importance of daily personal hygiene routines and what is required. Be able to perform activities focussed on looking after themselves.</p> <p>Understand the need for good hygiene when preparing food and consequences if not going.</p> <p>Understand how poor hygiene routines can lead to spread of germs.</p> <p>Be able to perform activities focussed on looking after the home.</p> <p>Be able to do laundry safely, understand the reasons for washing clothing and use an iron safely</p>	
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Phase: KS4

Provision (when/how)	Activities	Skills/Knowledge	Questions/Vocabulary
2 x lessons per week	<ul style="list-style-type: none"> • Personal details- name, address, height, gender, age etc. • Healthy food choices- create a healthy menu • Healthy exercise choices • Cooking • Shopping- shopping lists • Visiting the community- safety 	<p>mental Health</p> <p>know the benefits of physical exercise, time outdoors and community participation for mental wellbeing and happiness.</p> <p>explore opportunities for developing hobbies and interests.</p> <p>recognise that it is common for people to suffer mental ill health and that problems can be resolved with support.</p> <p>physical health</p> <p>know how to access support with physical ill health.</p> <p>recognise characteristics of a healthy diet including calories and nutritional content.</p> <p>plan and prepare a range of healthy foods.</p> <p>take part in wider range of physical activities.</p> <p>self-care</p> <p>learn about allergies, vaccinations and</p>	<p>Healthy (living/diet)</p> <p>Safety</p> <p>Balanced diet</p> <p>Consent</p> <p>Choice making</p> <p>Emergency services</p>

		immunisations. Identify how to access regular check-ups with medical professionals including dentists and doctors.	
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Phase: KS3

Provision (when/how)	Activities	Skills/Knowledge	Questions/Vocabulary
1x lesson per week	<ul style="list-style-type: none"> • Making a bed. • Sorting out washing. • Using a washing machine. • Loading and unloading the dish washer. • Washing up. • Laying a table. • Making a bed. • Programming a microwave and preparing a simple lunch. • Personal hygiene activities. • Physical activity. 	<p>Mental Health</p> <p>Recognise emotions people feel in response to different experiences.</p> <p>Begin to judge if what they are feeling and how they are behaving is appropriate or proportionate.</p> <p>Recognise if they are having difficulties eg. In controlling their emotions.</p> <p>Develop some self-care techniques.</p> <p>Physical Health</p> <p>Know the risks of an inactive lifestyle including obesity.</p> <p>Know how to seek support if worried about health.</p> <p>Recognise the characteristics of a healthy diet and risks of unhealthy</p>	<p>Healthy (living/diet)</p> <p>Safety</p> <p>Balanced diet</p> <p>Independence</p> <p>Nutrition</p> <p>Hygiene/ cleanliness</p> <p>Food groups</p>

		<p>ting.</p> <p>lf-care</p> <p>ow the risks of sun exposure and how to stay safe.</p> <p>ow the importance of sleep and rest for mental and physical health.</p> <p>velop independence skills for living.</p> <p>ow importance of keeping clean through puberty.</p>	
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Phase: KS2

Provision (when/how)	Activities	Skills/Knowledge	Questions/Vocabulary
Cross curricular	<ul style="list-style-type: none"> • Shop roleplay • Encouraging independent dressing • Role play/ dress up (emergency services) • Washing hands, brushing teeth, brushing hair. <ul style="list-style-type: none"> • Physical activity. • Food tasting. • Appropriate clothing for weather. 	<p style="text-align: center;">Mental Health</p> <p>Recognise range of emotions in themselves and others.</p> <p style="text-align: center;">Develop vocabulary to talk about emotions.</p> <p>Discuss feelings and recognise importance of discussing how they are feeling.</p> <p style="text-align: center;">Physical Health</p> <p>Know that there are physical and mental benefits of an active lifestyle.</p> <p style="text-align: center;">Build in regular opportunities for exercise.</p> <p style="text-align: center;">Recognise healthy options in food choices.</p> <p style="text-align: center;">Self-care</p> <p>Recognise signs and symptoms of physical illness.</p> <p style="text-align: center;">Know how to be safe in the sun.</p>	<p>Please/thank you</p> <p>Healthy/unhealthy</p> <p>Choices</p> <p>Clean/dirty</p> <p>Like/dislike</p> <p>Hot/cold</p> <p>Seasons</p>

		<p>ow how to keep teeth clean and healthy including effect of sugar, fizzy drinks..</p> <p>Learn routines for keeping clean – handwashing, bath/shower.</p>	
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Phase: KS1

Provision (when/how)	Activities	Skills/Knowledge	Questions/Vocabulary
Cross curricular	<ul style="list-style-type: none"> • Home roleplay • Putting on clothes with support. • Exploring vocations through toys. • Experiencing washing hands, brushing teeth, brushing hair (modelled). • Exploring movement. • Sensory food exploration • Food tasting. 	<p>Basic hygiene routines including good oral hygiene.</p> <p>Increase independence when using the toilet.</p> <p>Choose appropriate clothing for weather conditions.</p> <p>Know clothes need to be washed.</p> <p>Identify personal likes and dislikes.</p> <p>Be aware of healthy and unhealthy food choices.</p> <p>Clear plate and cutlery away.</p> <p>Recognise and identify own emotions.</p> <p>Experience of exercise and associated body changes.</p> <p>Make healthy choices of food.</p>	<p>Like/dislike.</p> <p>Clean/dirty</p> <p>Hot/cold</p> <p>Home, house.</p>

Phase: Early Years

Provision (when/how)	Activities	Skills/Knowledge	Questions/Vocabulary
Cross curricular	<ul style="list-style-type: none"> • Small world exploration • Dressing up • Washing dolls • Home roleplay • Sensory food exploration • Seasonal artwork • Exploring movement 	<p>Basic hygiene – hand washing, brushing hair.</p> <p>Dress with increasing independence.</p> <p>Follow personal care routines.</p> <p>Choose food and drink from selection offered.</p> <p>Use cutlery appropriately.</p> <p>Understanding the world around them.</p> <p>Personal likes and dislikes.</p> <p>Experience of exercise.</p>	<p>Like/dislike.</p> <p>Clean/dirty</p> <p>Hot/cold</p> <p>Home, house.</p>