

Sir Charles Parsons School Careers Programme

Students across each pathway and in each year group are given the opportunity to experience, explore and take part in meaningful ‘encounters’. A meaningful encounter is one which provides the student an opportunity to learn about work and life. For students on our purple and blue pathways, encounters are designed to allow the students to develop their resilience in a range of scenarios that they may be confronted with as a young person/adult.

(Highlighted text demonstrates examples of ‘encounters’ in school which are in addition to the standard curriculum offered in school.)

	Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form
Violet	<ul style="list-style-type: none"> • Accessing sensory learning sessions (relating to everyday life) • Accessing PLP sessions such as hydro, and rebound • Access to assemblies as a class, year group and whole school • Working with other professionals such as physio, SaLT, OT and music therapists • Changes in environments for student routines • Changes in staff • Curriculum visits offsite and in school • EHCP process, reviewing the transition process 	<ul style="list-style-type: none"> • Accessing sensory learning sessions (relating to everyday life) • Accessing PLP sessions such as hydro, and rebound • Access to assemblies as a class, year group and whole school • Working with other professionals such as physio, SaLT, OT and music therapists • Changes in environments for student routines • Changes in staff • Curriculum visits offsite and in school • Access to a bespoke ‘Towards Independence’ curriculum which reinforces key ideas & concepts around routines • EHCP process to review outcomes 	<ul style="list-style-type: none"> • Accessing sensory learning sessions (relating to everyday life) • Accessing PLP sessions such as hydro, and rebound • Access to assemblies as a class, year group and whole school • Working with other professionals such as physio, SaLT, OT and music therapists • Changes in environments for student routines • Changes in staff • Changes in learning groups, providing opportunities to work alongside other students • Curriculum visits offsite and in school • Access to a transition event considering life beyond SCPS • Access to a bespoke ‘Towards Independence’ curriculum which reinforces key ideas & concepts around routines • EHCP process to review outcomes 	<ul style="list-style-type: none"> • Accessing sensory learning sessions (relating to everyday life) • Accessing PLP sessions such as hydro, and rebound • Access to assemblies as a class and whole school • Working with other professionals such as physio, SaLT, OT and music therapists • Changes in environments for student routines • Changes in staff • Working in pathway learning groups to allow development of social opportunities • Curriculum visits offsite and in school • Access to a transition event considering life beyond SCPS • Access to a bespoke ‘Towards Independence’ curriculum which reinforces key ideas & concepts around routines • Access to a bespoke ‘Preparation for Adulthood’ curriculum which introduces them to the concept of independence • EHCP process to introduce transition 	<ul style="list-style-type: none"> • Accessing sensory learning sessions (relating to everyday life) • Accessing PLP sessions such as hydro, and rebound • Access to assemblies as a class and whole school • Working with other professionals such as physio, SaLT, OT and music therapists • Changes in environments for student routines • Changes in staff • Working in pathway learning groups to allow development of social opportunities • Curriculum visits offsite and in school • Access to a transition event considering life beyond SCPS • Access to a bespoke ‘Towards Independence’ curriculum which reinforces key ideas & concepts around routines • Access to a bespoke ‘Preparation for Adulthood’ curriculum which introduces them to the concept of independence • Access to a transition program giving the opportunity to explore post 16 provisions • EHCP process to review upcoming transition 	<ul style="list-style-type: none"> • Accessing sensory learning sessions (relating to everyday life) • Accessing PLP sessions such as hydro, and rebound • Access to assemblies as a class and whole school • Working with other professionals such as physio, SaLT, OT and music therapists • Changes in environments for student routines • Changes in staff • Changes in learning groups, providing opportunities to work alongside other students • Curriculum visits in school • Access to a transition event considering life beyond SCPS • Access to ‘Preparation for Adulthood’ opportunities , embedded through the curriculum • Access to a transition program giving the opportunity to explore post 16 provisions • EHCP process, reviewing the transition process

	Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form
Blue	<ul style="list-style-type: none"> • Key 'Behaviours for Learning' introduced across the curriculum • Experiencing being part of pastoral group social experiences • Access to assemblies as a class, year group and whole school • Where appropriate, working with other professionals such as SaLT, physio and OT • Experiencing roleplaying work scenarios through the PSHE curriculum • Curriculum staff to make reference to subject related careers • Curriculum visits offsite and in school • Opportunities to experience undertaking 'job roles' in the classroom with staff support • Opportunities to introduce 'My Life at 25' for students to develop an awareness of life when they're older • Access to PLP sessions such as hydro, and rebound • EHCP process, reviewing the transition process 	<ul style="list-style-type: none"> • Key 'Behaviours for Learning' introduced across the curriculum • Experiencing being part of pastoral group social experiences • Access to assemblies as a class, year group and whole school • Where appropriate, working with other professionals such as SaLT, physio and OT • Experiencing roleplaying work scenarios through the PSHE curriculum • Curriculum staff to make reference to subject related careers • Curriculum visits offsite and in school • Opportunities to experience undertaking 'job roles' in the classroom with staff support • Being part of 'My Life at 25' day for students to develop an awareness of life when they're older • Access to PLP sessions such as hydro, and rebound • Access to a 'Towards Independence' curriculum which introduces the application of the school's 'B4L' in social settings, working alongside classmates • EHCP process to review outcomes 	<ul style="list-style-type: none"> • All 'Behaviours for Learning' recognised across all areas of the curriculum • Being supported to communicate more effectively during pastoral group social experiences • Access to assemblies as a class, year group and whole school • Where appropriate, working with other professionals such as SaLT, physio and OT • Experiencing roleplaying work scenarios through the PSHE curriculum • Curriculum staff to make reference to subject related careers • Curriculum visits offsite and in school • Opportunities to experience undertaking 'job roles' in the classroom and around school with staff support • Access to PLP sessions such as hydro, and rebound • Access to a 'Towards Independence' curriculum which encourages the development of the school's 'B4L' in school and work settings • Internal work placements around areas of school at break times are available, working with staff support • Transition event for students to communicate preferences about activities outside of SCPS • EHCP process to review outcomes 	<ul style="list-style-type: none"> • All 'Behaviours for Learning' recognised across all areas of the curriculum with consideration given to the wider community context • Being supported to communicate more effectively during pastoral group social experiences • Access to assemblies as a class and whole school • Where appropriate, working with other professionals such as SaLT, physio and OT • PSHE curriculum exploring age appropriate real life risks • Curriculum staff to make reference to subject related careers • Curriculum visits offsite and in school • Begin to recognise jobs that they can undertake around the classroom, with support • Access to PLP sessions such as hydro, and rebound • Access to a 'Towards Independence' curriculum to allow students to gain accreditation through the application of their skills • Access to a 'Preparation for Adulthood' curriculum which focuses on the skills needed for daily living • Internal work placements around areas of school at break times are available, working with staff support • Transition event for students to communicate preferences about activities outside of SCPS • EHCP process to introduce transition 	<ul style="list-style-type: none"> • All 'Behaviours for Learning' recognised across all areas of the curriculum as well as in a wider community context • Being supported to take a more active role during pastoral group social experiences • Access to assemblies as a class and whole school • Where appropriate, working with other professionals such as SaLT, physio and OT • PSHE curriculum exploring age appropriate real life risks • Curriculum staff to make reference to subject related careers • Curriculum visits offsite and in school • Undertake classroom 'jobs' with increasing independence • Access to PLP sessions such as hydro, and rebound • Access to a 'Towards Independence' curriculum to allow students to gain accreditation through the application of their skills • Access to a 'Preparation for Adulthood' curriculum which focuses on the skills needed for daily living • Internal work placements around areas of school at break times are available, working with staff support • Transition event for students to communicate preferences about post 16 life • Access to a transition program giving the opportunity to explore post 16 provisions • Opportunities to experience supported internal work placements • EHCP process to review upcoming transition 	<ul style="list-style-type: none"> • All 'Behaviours for Learning' applied across all areas of the curriculum as well as in a wider community context • Being supported to take a more active role during pastoral group social experiences • Access to assemblies as a class and whole school • Where appropriate, working with other professionals such as SaLT, physio and OT • PSHE curriculum exploring age appropriate real life risks • Curriculum staff to make reference to subject related careers • Curriculum visits offsite and in school • Undertaking 'job roles' with support across sixth form buildings • Access to a 'Future Ready' curriculum which allows students to experience work related learning activities • Transition event for students to communicate preferences about post 16 life • Transition program built into the curriculum to allow students to undertake regular visits life experiences in the community • EHCP process, reviewing the transition process

	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>	<i>Year 10</i>	<i>Year 11</i>	<i>Sixth Form</i>
Yellow	<ul style="list-style-type: none"> • Key 'Behaviours for Learning' introduced across the curriculum • Taking part in pastoral group social experiences • Access to assemblies as a class, year group and whole school • Where appropriate, working with other professionals such as SaLT, physio and OT • PSHE curriculum incorporating roleplaying work scenarios • Curriculum staff to make reference to subject related careers • Curriculum visits offsite and in school • Undertaking staff directed 'job roles' in the classroom • Opportunities to introduce 'My Life at 25' for students to develop aspirations • EHCP process, reviewing the transition process 	<ul style="list-style-type: none"> • Key 'Behaviours for Learning' introduced across the curriculum • Taking part in pastoral group social experiences • Access to assemblies as a class, year group and whole school • Where appropriate, working with other professionals such as SaLT, physio and OT • PSHE curriculum incorporating roleplaying work scenarios • Curriculum staff to make reference to subject related careers • Curriculum visits offsite and in school • Undertaking staff directed 'job roles' in the classroom • Taking part in a 'My Life at 25' day for students to develop aspirations • Access to PLP sessions such as 'Forest School' • Access to a 'Towards Independence' curriculum which introduces the application of the school's 'B4L' in school settings • EHCP process to review outcomes 	<ul style="list-style-type: none"> • All 'Behaviours for Learning' applied across all areas of the curriculum • Being supported to take a more active role in pastoral social situations • Access to assemblies as a class, year group and whole school • Where appropriate, working with other professionals such as SaLT, physio and OT • PSHE curriculum incorporating roleplaying work scenarios • Curriculum staff to make reference to subject related careers • Curriculum visits offsite and in school • Undertaking staff directed 'job roles' in the classroom and around school • Access to PLP sessions such as 'Forest School' • Access to a 'Towards Independence' curriculum which encourages the development of the school's 'B4L' in school settings, whilst drawing parallels to work based settings • Internal work placements around areas of school at break times are available • Transition event for students to develop an understanding of opportunities after SCPS • EHCP process to review outcomes 	<ul style="list-style-type: none"> • All 'Behaviours for Learning' applied across all areas of the curriculum as well as in a wider community context • Taking an active role in pastoral group social experiences, developing effective interpersonal skills • Access to assemblies as a class and whole school • Where appropriate, working with other professionals such as SaLT, physio and OT • PSHE curriculum exploring age appropriate real life risks • Curriculum staff to make reference to subject related careers • Curriculum visits offsite and in school • Recognising and undertaking 'job roles' in the classroom and around school • Access to PLP sessions to experience 'Independent Travel' • Access to a 'Towards Independence' curriculum to allow students to gain accreditation through the application of their skills • Access to a 'Preparation for Adulthood' curriculum which focuses on the skills needed for daily living • Internal work placements around areas of school at break times are available • Transition event for students to develop an understanding of opportunities after SCPS • EHCP process to introduce transition 	<ul style="list-style-type: none"> • All 'Behaviours for Learning' applied across all areas of the curriculum as well as in a wider community context • Taking an active role in pastoral group social experiences, demonstrating effective interpersonal skills • Access to assemblies as a class and whole school • Where appropriate, working with other professionals such as SaLT, physio and OT • PSHE curriculum exploring age appropriate real life risks • Curriculum staff to make reference to subject related careers • Curriculum visits offsite and in school • Recognising and undertaking 'job roles' in the classroom and around school • Access to PLP sessions to experience 'Independent Travel' • Access to a 'Towards Independence' curriculum to allow students to gain accreditation through the application of their skills • Access to a 'Preparation for Adulthood' curriculum which focuses on skills needed for daily living • Internal work placements around areas of school at break times are available • Transition event for students to develop an understanding of opportunities after SCPS • Access to a transition program giving the opportunity to explore post 16 provisions • Opportunities to undertake internal work placements on a regular basis in a given time period 	<ul style="list-style-type: none"> • All 'Behaviours for Learning' applied across all areas of the curriculum as well as in a wider community context • Leading pastoral group social experiences with increasing independence • Access to assemblies as a class and whole school • Where appropriate, working with other professionals such as SaLT, physio and OT • PSHE curriculum exploring age appropriate real life risks • Curriculum staff to make reference to subject related careers • Curriculum visits offsite and in school • Undertaking 'job roles' independently across sixth form buildings • Access to a 'Future Ready' curriculum which allows students to gain an awareness of roles within organisations • Transition event for students to develop an understanding of opportunities after SCPS • Transition program built into the curriculum to allow students to undertake regular visits to post 16 providers • Opportunities to undertake internal work placements on a regular basis in a given time period • EHCP process, reviewing the transition process

	Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form
Red	<ul style="list-style-type: none"> • Key 'Behaviours for Learning' introduced across the curriculum • Taking part in pastoral group social experiences • Access to assemblies as a class, year group and whole school • Where appropriate, working with other professionals such as SaLT, physio and OT • PSHE curriculum incorporating roleplaying work scenarios • Curriculum staff to make reference to subject related careers • Curriculum visits offsite and in school • Undertaking staff directed 'job roles' in the classroom and around school • Opportunities to introduce 'My Life at 25' for students to develop aspirations • EHCP process, reviewing the transition process 	<ul style="list-style-type: none"> • Key 'Behaviours for Learning' introduced across the curriculum • Taking part in pastoral group social experiences • Access to assemblies as a class, year group and whole school • Where appropriate, working with other professionals such as SaLT, physio and OT • PSHE curriculum incorporating roleplaying work scenarios • Curriculum staff to make reference to subject related careers • Curriculum visits offsite and in school • Undertaking staff directed 'job roles' in the classroom and around school • Taking part in a 'My Life at 25' day for students to develop aspirations • Access to PLP sessions such as 'Forest School' • Access to a 'Towards Independence' curriculum which introduces the application of the school's 'B4L' in work settings • EHCP process to review outcomes 	<ul style="list-style-type: none"> • All 'Behaviours for Learning' applied across all areas of the curriculum • Taking an active role in pastoral group social experiences • Access to assemblies as a class, year group and whole school • Where appropriate, working with other professionals such as SaLT, physio and OT • PSHE curriculum incorporating roleplaying work scenarios • Curriculum staff to make reference to subject related careers • Curriculum visits offsite and in school • Undertaking staff directed 'job roles' in the classroom and around school • Access to PLP sessions such as 'Forest School' • Access to a 'Towards Independence' which encourages the development of the school's 'B4L' in school settings • Access to a 'Skills for Life' curriculum to introduce employability skills • Internal work placements around areas of school at break times are available • Transition event for students to develop an understanding of opportunities after SCPS • EHCP process to review outcomes 	<ul style="list-style-type: none"> • All 'Behaviours for Learning' applied across all areas of the curriculum as well as in a wider community context • Taking an active role in pastoral group social experiences • Access to assemblies as a class and whole school • Where appropriate, working with other professionals such as SaLT, physio and OT • PSHE curriculum exploring age appropriate real life risks • Curriculum staff to make reference to subject related careers • Curriculum visits offsite and in school • Recognising and undertaking 'job roles' in the classroom and around school • Access to PLP sessions such as 'Independent Travel' • Access to a 'Towards Independence' curriculum to allow students to gain accreditation through the application of their skills • Access to a 'Preparation for Adulthood' curriculum which focuses on the skills needed for daily living • Access to a 'Skills for Life' curriculum to develop employability skills working with classmates • Internal work placements around areas of school at break times are available • Transition event for students to develop an understanding of opportunities after SCPS • Opportunities to gain extra curricular accreditation, such as 'Duke of Edinburgh' • Opportunities to undertake internal work placements on a regular basis in a given time period 	<ul style="list-style-type: none"> • All 'Behaviours for Learning' applied across all areas of the curriculum as well as in a wider community context • Leading pastoral group social experiences in own and other classes • Access to assemblies as a class and whole school • Where appropriate, working with other professionals such as SaLT, physio and OT • PSHE curriculum exploring age appropriate real life risks • Curriculum staff to make reference to subject related careers • Curriculum visits offsite and in school • Recognising and undertaking 'job roles' in the classroom and around school • Access to PLP sessions such as 'Independent Travel' • Access to a 'Towards Independence' curriculum to allow students to gain accreditation through the application of their skills • Access to a 'Preparation for Adulthood' curriculum which focuses on the skills needed for daily living • Access to a 'Skills for Life' curriculum to develop employability skills working with classmates • Opportunities to lead on internal work placements around areas of school at break times are available • Transition event for students to develop an understanding of opportunities after SCPS • Transition program built into the curriculum to allow students to undertake regular visits to post 16 providers • Opportunities to gain extra curricular accreditation, such as 'Duke of Edinburgh' • Opportunities to undertake internal and external (where appropriate) work placements on a regular basis in a given time period 	<ul style="list-style-type: none"> • All 'Behaviours for Learning' applied across all areas of the curriculum as well as in a wider community context • Leading pastoral group social experiences in own and other classes • Opportunities to lead on class assemblies • Where appropriate, working with other professionals such as SaLT, physio and OT • PSHE curriculum exploring age appropriate real life risks • Curriculum staff to make reference to subject related careers • Curriculum visits offsite and in school • Undertaking 'job roles' independently across school sites • Access to PLP sessions such as 'Independent Travel' • Access to a 'Future Ready' curriculum which gives students the opportunity to develop skills needed for gaining and maintaining employment • Opportunities to lead on internal work placements around areas of school at break times are available • Transition event for students to develop an understanding of opportunities after SCPS • Transition program built into the curriculum to allow students to undertake regular visits to post 16 providers • Opportunities to undertake internal and external (where appropriate) work placements on a regular basis in a given time period • EHCP process, reviewing the transition process