

Sherbourne Fields

Key Stage 5

Curriculum

Employability

Plus Pathway

Who will help me in Key Stage 5?



There are lots of people in school that are ready and available to help you...

Inclusion at Sherbourne

Information taken directly from Section 4 DfE Secondary Curriculum Framework published December 2016.

Setting suitable challenges

*4.1 Teacher **should set high expectations for every pupil**. They should plan stretching work for pupils whose attainment is significantly above the expected standard. **They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds**. Teachers should use appropriate assessment to set targets, which **are deliberately ambitious**.*

Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

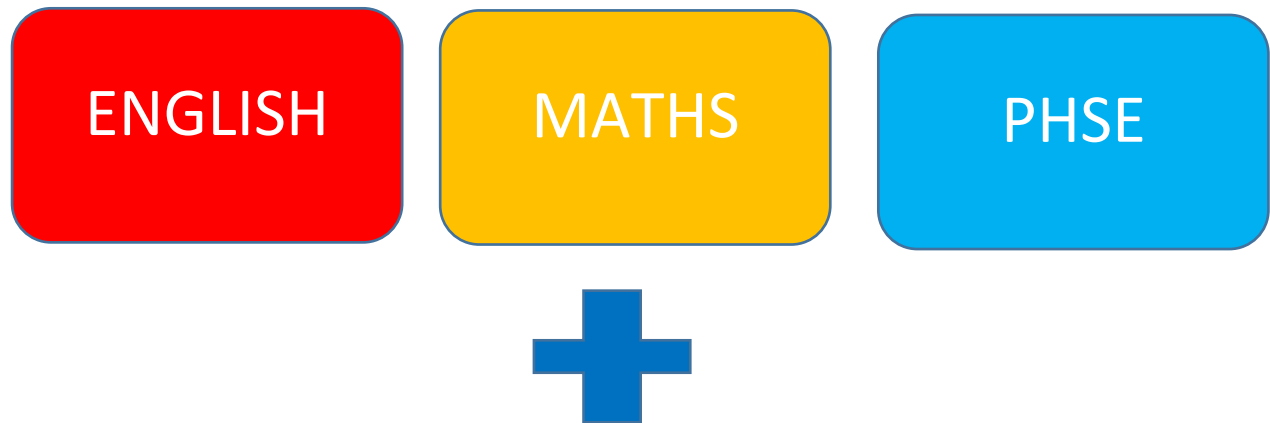
*4.3 A wide range of pupils have special educational needs, many of whom also have disabilities. **Lessons should be planned to ensure that there are no barriers to every pupil achieving**. In many cases, **such planning will mean that these pupils will be able to study the full national curriculum**. The SEN Code of Practice includes advice on approaches to identification of need, which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice outlines what needs to be done for them.*

*4.4. With the right teaching, that recognises their individual needs, many disabled pupils have little need for additional resources beyond the aids which they use as part of their daily life. **Teachers must plan lessons so that these pupils can study every national curriculum subject**. **Potential areas of difficulty should be identified and addressed at the outset of work**.*

The following sections of this document outline how Sherbourne Fields School tailors its curriculum around the aims of the Secondary National Curriculum to support our pupils in achieving their full potential..... *and beyond!*

The Core

The following subjects are compulsory – everyone will have to do them! They all result in a qualification....



In addition, you will follow a variety of the following subjects set out in this booklet, across your three years in Post 16:

ASDAN Short Courses – Enterprise	ASDAN Short Courses – Foodwise	ASDAN Short Courses – Relationships	ASDAN Bronze Award
NOCN Certificate in Skills for Employment, Training and Personal Development	NOCN Introduction to the Hospitality Industry	NOCN/ASDAN Using Employability Skills	NCFE Investigating and Developing Enterprise Skills
NCFE/GCSE Photography	ASDAN Short Courses – Sport and Fitness	NOCN Award in Horticulture	Duke of Edinburgh

The following pages will inform you about the courses we have available.

6th Form Curriculum Offer

The Sixth Form at Sherbourne Fields provides a supportive environment that bridges the gap between school, further education providers, and community provision. Its aim is to prepare young people for the opportunities available to them beyond school by developing a broad range of skills, including academic, work-related, and life skills.

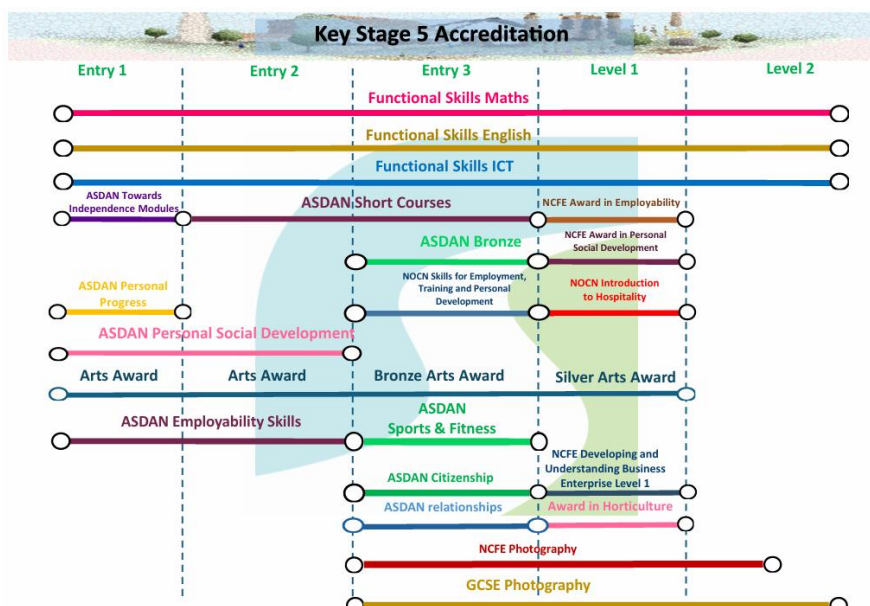
The Sixth Form offers a curriculum that includes an increasingly wide range of accredited subjects at different levels. Pupils follow courses designed to build on and further develop their communication skills, including reading, writing, speaking, and listening. Additional courses focus on developing functional maths and the number skills needed for the workplace and everyday life. All courses aim to strengthen key skills such as independent thinking, communication, problem-solving, and teamwork.

In order for each pupil to achieve their full potential, where appropriate we:

- Ensure staff are training to BSL Level 1 to communicate with the hearing-impaired pupils and ensure they are accessing the curriculum.
- Ensure that we have high quality, age appropriate, relevant resources for all our pupils to use to reinforce their learning – including visually and hearing-impaired pupils.
- Monitor the progress of our pupils and where necessary provide pupils with targeted interventions to close gaps and ensure all pupils are making progress with Maths, English, Social Communication and Relationship and Sex Education.
- Provide accreditation at the correct level for students in order to give them the skills they need to be independent and employable after they leave Sherbourne Fields School.

Accreditation

By the end of Year 14, we aspire for all our pupils to achieve a variety of different accreditation. We offer a vast number of accredited programmes from Entry level 1 upwards to meet the needs of all of our pupils. We aim to find the right qualifications for each pupil to help them achieve their full potential their dreams and goals for adult life. We treat every pupil as a unique individual, which is why we offer a diverse, developing and innovative curriculum.



English Curriculum

The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding.
- develop the habit of reading widely and often, for both pleasure and information.
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- appreciate our rich and varied literary heritage.
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

What does this look like at Sherbourne Fields?

In reading, pupils learn how to identify and interpret information from a variety of texts. In writing, they learn to communicate clearly and imaginatively in different styles for a variety of purposes. They plan and draft writing so that they can produce clear and coherent pieces of writing which are accurate with sentence structure using vocabulary, connectives, openers and punctuation.

In speaking and listening tasks they will listen and respond to spoken language and use spoken English in presentations. They learn how to develop their skills adapting their language and style in and for a range of contexts, purposes and audiences. English is accredited through ASDAN Towards Independence Modules Or NCFE Functional Skills English from Entry Level 1 upwards.

Maths Curriculum

The National Curriculum for Maths aims to ensure that all pupils:

- become **fluent** in the fundamentals of Mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

What does this look like at Sherbourne Fields?

In formal classes, each pupil has one dedicated Maths lessons each week as well as one Financial Education Lesson. The delivery of Maths is a functional and is accredited either through ASDAN Towards Independence Modules or NCFE Functional Skills Maths from Entry Level 1 upwards. Pupils are exposed to a clear sequence of learning that follows the following areas of Mathematics – number and place value, (including addition, subtraction, multiplication and division) fractions, shape, measures and data handling. Through these topics, the pupils are required to use a range of mathematical concepts and a breadth of mathematical language. Through these topic areas, pupils will have the opportunity to solve real life problems and use reasoning, choice and discussion to find the answers to a range of problems.

Digital Arts

COURSE: Introductory in Digital Media

LEVEL: Level 1

COURSE OVERVIEW: Pupils will complete a range of modules including;

- Being Organised
- Developing a Personal Progression Plan
- Layout Design for a Digital Product
- Creating an Animation
- Shooting a Short Film
- Making an Audio Recording

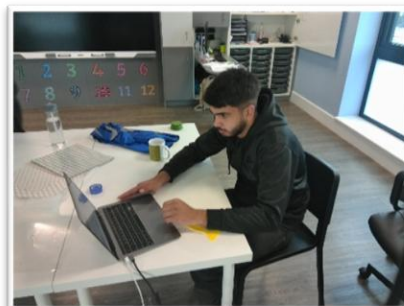
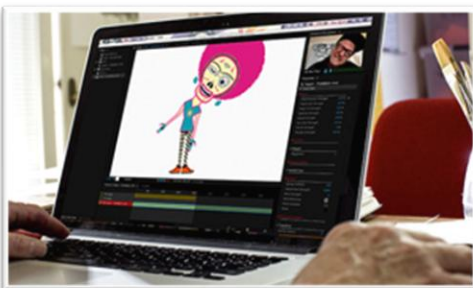


This creative course introduces students to animation, film-making and audio production while developing practical, organisational and technical skills. Students complete two core units, three specialist units and a Final Major Project, using industry-standard software to build creativity, confidence and valuable transferable skills.

ASSESSMENT: Pupils will build a portfolio of evidence against the course standards. This is internally assessed before being sent to an external examiner.

PROGRESSION: Once complete, pupils can build upon this by starting their qualification in their preferred area and developing their digital skills further at college.

SKILLS DEVELOPED IN THIS COURSE: Use of Maths, Use of English, Use of ICT, Teamwork, Communication, Resilience, Problem Solving, Critical Thinking, Creativity, Leadership, Responsibility, Organisation, Independent Learning, Research Skills, Adaptability, Initiative, Decision-Making, Professionalism



Photography

COURSE: Photography

LEVEL: GCSE Art and Design: Photography

COURSE OVERVIEW: Pupils complete the Lens and Light-based media unit.

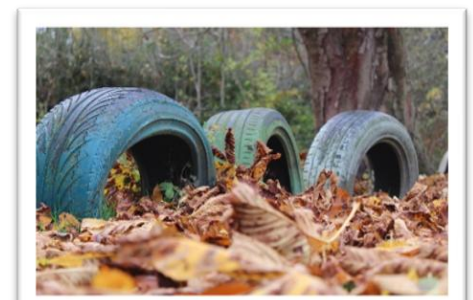
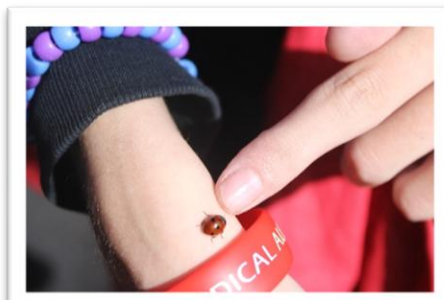
This GCSE is designed to bring Art and Design to life and to help you develop your artistic skills and expand your creativity, imagination and independence.

- Use a camera to capture creative images
- Use different materials, media and techniques
- Gain knowledge and understanding of art, craft, design, media and technologies today, in the past, and in different societies and cultures.
- Develop an understanding of the different roles, audiences and consumers for art, craft and design.
- Experience different work practices and look at relevant processes and equipment.

ASSESSMENT: Pupils will build a portfolio of evidence against the course assessment criteria. This is a controlled assessment as well as a ten-hour practical task which you will have preparation time for. This may include written work, photographs, research, videos, manipulated images etc. Each portfolio will be assessed internally and then moderated by an external verifier. A grade for each unit from 1 to 9 will be applied through appropriate internal moderation and then an overall grade for the whole course will be externally moderated by the exam board, which will be from 1-9.

PROGRESSION: The course is good preparation for progression to a college course in Art and Design. It could lead towards a career in new media, games development or games technologies, as well as digital photography.

SKILLS DEVELOPED IN THIS COURSE: Use of English, Use of ICT, Teamwork, Critical Thinking, Creativity, Responsibility, Organisation, Independent Learning, Research Skills



Photography

COURSE: Photography

LEVEL: Level 1-2

COURSE OVERVIEW: Pupils complete two units which include:

- Use a camera to capture creative images
- Digital image manipulation
- Researching and exploring the work of established photographers and use it to influence your ideas.



This qualification will focus on the study of photography, offer breadth and depth of study and provide opportunities to acquire a number of practical and technical skills in photography.

ASSESSMENT: Pupils will build a portfolio of evidence against the course standards. This may include written work, photographs, research, videos, manipulated images etc. Each portfolio will be assessed internally and then moderated by an external verifier.

PROGRESSION: Pupils start with this course as an introduction into the topic, and then they may progress onto GCSE Photography which can be further developed at college.

SKILLS DEVELOPED IN THIS COURSE: Use of English, Use of ICT, Teamwork, Critical Thinking, Creativity, Responsibility, Organisation, Independent Learning, Research Skills



Enterprise

COURSE: Investigating and Developing Enterprise Skills

LEVEL: Level 1

COURSE OVERVIEW: Pupils complete two units

- Investigating Enterprise Skills
- Developing and Demonstrating Enterprise Skills



Pupils research skills and qualities of entrepreneurs and enterprising people. They investigate and explore local businesses then move on to create their own group enterprise project e.g. creating a products or service within the local community.

ASSESSMENT: Pupils will build a portfolio of evidence against the course standards. This may include written work, photographs, research, questionnaires, graphs, videos etc. Each portfolio will be assessed internally and then moderated by an external verifier.

PROGRESSION: Pupils start with the ASDAN Enterprise Short Course as an introduction into the topic, and then they progress on to this course to gain their qualification. This can be further developed at college.

EMPLOYABILITY: This course provided pupils with the opportunity to develop their employability skills.

SKILLS DEVELOPED IN THIS COURSE: Use of Maths, Use of English, Use of ICT, Teamwork, Communication, Resilience, Problem Solving, Critical Thinking, Creativity, Leadership, Responsibility, Organisation, Research Skills, Adaptability, Initiative, Decision-Making, Professionalism



Horticulture

COURSE: Award in Horticulture

LEVEL: Level 1

COURSE OVERVIEW: Pupils will complete a range of modules including;

- Health and safety in a practical environment
- Understanding soils
- Using and maintaining horticultural tools
- Pest control
- Plant propagation
- Plant pruning
- Plant selection
- Weed control



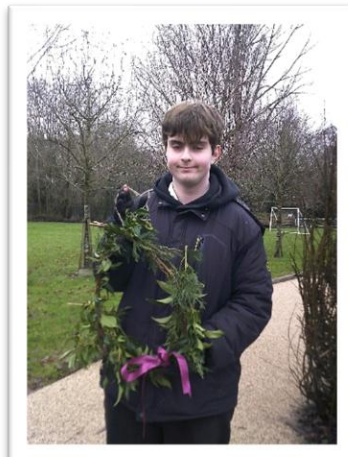
Pupils will engage in learning which is a combination of classroom based and work based. Learning will be relevant and pupils will be provided with opportunities to develop a range of horticultural techniques, knowledge and skills.

ASSESSMENT: Pupils will build a portfolio of evidence against the course standards. This is internally assessed before being sent to an external examiner.

PROGRESSION: Each completed unit is worth a specific amount of credits. Depending on how many are completed the pupil will achieve either an Award (6 credits) or a Certificate (13 credits).

EMPLOYABILITY: This course provided pupils with the opportunity to develop their employability skills.

SKILLS DEVELOPED IN THIS COURSE: Use of English, Use of ICT, Teamwork, Critical Thinking, Creativity, Responsibility, Organisation, Independent Learning, Research Skills



Hospitality

COURSE: Certificate in Introduction to the Hospitality Industry

LEVEL: Level 1

COURSE OVERVIEW: This qualification offers a taster that focuses on the personal qualities, knowledge and work skills that may be required for employment in the hospitality sector.

Pupils complete a variety of modules which cover all aspects of hospitality.

Modules covered include two mandatory units as well as the following options:

- Serving food and drink
- Basic food preparation
- Basic cooking
- Food service
- Preparing and serving drinks
- Using kitchen equipment
- Preparing and Serving Drinks
- Introduction to healthy eating
- Food safety in catering

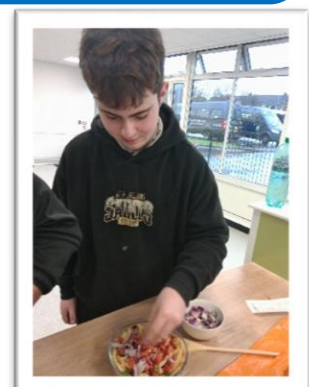


ASSESSMENT: Pupils will build a portfolio of evidence against the course standards. This may include written work, photographs, research, questionnaires, graphs, videos etc. Each portfolio will be assessed internally and then moderated by an external verifier.

PROGRESSION: Each completed unit is worth a specific amount of credits. Depending on how many are completed the pupil will achieve either an Award (10 credits) or a Certificate (14 credits). Using the rules of combination pupils can progress through this qualification from Award to Diploma.

EMPLOYABILITY: This course provided pupils with the opportunity to develop their employability skills.

SKILLS DEVELOPED IN THIS COURSE: Use of Maths, Use of English, Use of ICT, Teamwork, Communication, Critical Thinking, Creativity, Responsibility, Organisation, Independent Learning, Research Skills, Professionalism



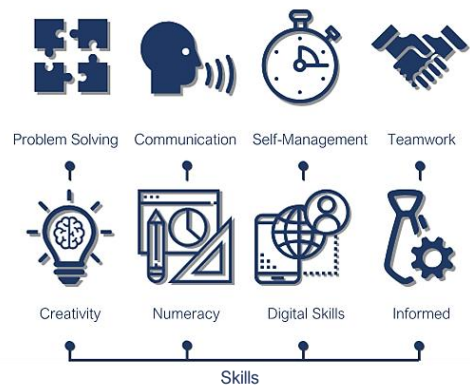
Employability

COURSE: Award in Employability

LEVEL: Level 1

COURSE OVERVIEW: Pupils will undertake a series of Units, all of which help them to gain skills and understanding in employability. Units include;

- Maintaining work standards
- Career exploration
- Communicating with others at work
- Health and safety in the work place
- Overcoming barriers to work
- Rights and responsibilities in the workplace
- Tackling problems
- Team work



ASSESSMENT: Pupils will build a portfolio of evidence against the course standards. This may include written work, photographs, videos etc. Each portfolio will be assessed internally and then moderated by an external verifier.

PROGRESSION: Each completed unit is worth a specific amount of credits. Depending on how many are completed the pupil will achieve either an Award (6 credits) or a Certificate (13 credits).

EMPLOYABILITY: This course provided pupils with the opportunity to develop their employability skills.

SKILLS DEVELOPED IN THIS COURSE: Use of Maths, Use of English, Use of ICT, Teamwork, Communication, Resilience, Problem Solving, Critical Thinking, Leadership, Responsibility, Organisation, Independent Learning, Research Skills, Professionalism



ASDAN Bronze

COURSE: ASDAN Bronze

LEVEL: Entry Level 3.

COURSE OVERVIEW: Pupils will undertake a series of challenges, all of which help them to become more skilled in different areas of life. The skills developed will focus on:

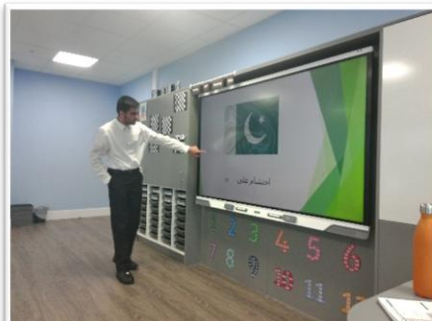
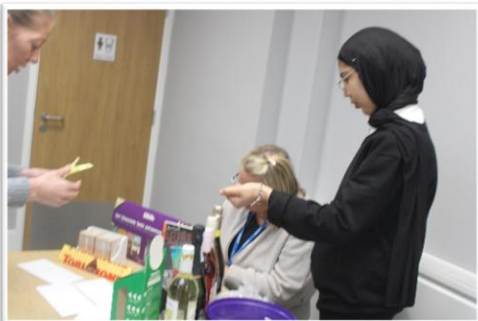
- Working with Others
- Improving own Learning
- Research
- Group Discussion
- Problem Solving
- Oral Presentation



ASSESSMENT: Pupils will produce coursework that follows a Plan-Do-Review model. Each portfolio will be assessed internally and then moderated by an external verifier. Units covered include Communication, Independent Living, The Environment, Health and Fitness, International Links and Expressive Arts.

PROGRESSION: ASDAN Qualifications have been designed to be offered from Primary School up to University Level. Wherever a pupil achieves, there will always be an opportunity to build upon this success.

SKILLS DEVELOPED IN THIS COURSE: Use of Maths, Use of English, Use of ICT, Teamwork, Communication, Critical Thinking, Creativity, Independent Learning, Research Skills, Decision-Making, Professionalism



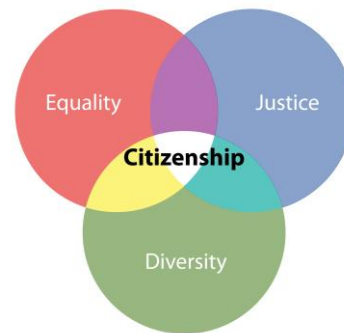
ASDAN Citizenship Short Course

COURSE: ASDAN Citizenship Short Course

LEVEL: Entry Level 3.

COURSE OVERVIEW: Pupils will undertake a series of challenges, all of which help them to develop their understanding of democracy, government, the law, rights and responsibilities, and how society functions. They will explore British values, the UK's political system, and human rights, while also gaining practical skills for active participation and making informed decisions on local to global issues. Units include:

- Rights and responsibilities
- Community and volunteering
- Government and democracy
- Law and order
- Finance
- Global citizenship



ASSESSMENT: Pupils will build a portfolio of evidence against the course standards. This may include written work, photographs, videos etc. Each portfolio will be assessed internally and then moderated by an external verifier.

PROGRESSION: ASDAN Qualifications have been designed to be offered from Primary School up to University Level. Wherever a pupil achieves, there will always be an opportunity to build upon this success.

EMPLOYABILITY: This course provided pupils with the opportunity to develop their skills, knowledge and confidence working with a range of people. Pupils will understand their rights and responsibility in the world and in the work place.

SKILLS DEVELOPED IN THIS COURSE: Use of Maths, Use of English, Use of ICT, Teamwork, Critical Thinking, Leadership, Responsibility, Independent Learning, Research Skills



ASDAN Enterprise Short Course

COURSE: ASDAN Enterprise Short Course

LEVEL: Entry Level 3

COURSE OVERVIEW: Pupils will undertake a series of modules, all of which help them to find out what it takes to be a successful entrepreneur. They will learn all the skills needed to create a business plan and put that plan into action. Units include;

- Your Entrepreneurial Skills
- Generating Enterprising Ideas
- Enterprise Planning
- Your Enterprise in Action
- Your Enterprise Evaluation



ASSESSMENT: Pupils will produce a portfolio of evidence to demonstrate how they meet the criteria for each unit within a module. Each portfolio will be assessed internally and then moderated by an external verifier.

PROGRESSION: Once complete, pupils will move on NCFE Enterprise to continue growing their Enterprise skills and knowledge.

SKILLS DEVELOPED IN THIS COURSE: Use of Maths, Use of English, Use of ICT, Teamwork, Communication, Resilience, Problem Solving, Critical Thinking, Creativity, Leadership, Responsibility, Organisation, Research Skills, Initiative, Professionalism



ASDAN Foodwise Short Course

COURSE: ASDAN Enterprise Short Course

LEVEL: Entry Level 3

COURSE OVERVIEW: Pupils will undertake a series of modules, all of which help them to gain skills and understanding around healthy food options and safely preparing meals.

Modules include:

- Healthy eating
- Basic food safety
- Food preparation and presentation
- Cooking on a budget
- Entertaining
- The food industry
- Practical cooking skills



ASSESSMENT: Pupils will produce a portfolio of evidence to demonstrate how they meet the criteria for each unit within a module. Each portfolio will be assessed internally and then moderated by an external verifier.

PROGRESSION: Once complete, pupils build upon this by starting their qualification in their preferred area.

SKILLS DEVELOPED IN THIS COURSE: Use of Maths, Use of ICT, Teamwork, Communication, Resilience, Problem Solving, Responsibility, Organisation, Research Skills, Professionalism



NOCN Certificate in Skills for Employment, Training and Personal Development

COURSE: Certificate in Skills for Employment, Training and Personal Development

LEVEL: Entry Level 3

COURSE OVERVIEW: Pupils complete a variety of modules from the Vehicle Maintenance, Construction and Carpentry sections of this course in our very own onsite Wedge Workshop. Modules covered include:

- Skills For Employability
- Routine Vehicle Checks
- Identification of basic external and internal car parts
- Brickwork
- Painting and decorating: cutting and hanging wall coverings
- Introduction to carpentry and joinery
- Clean and prepare a cycle for use

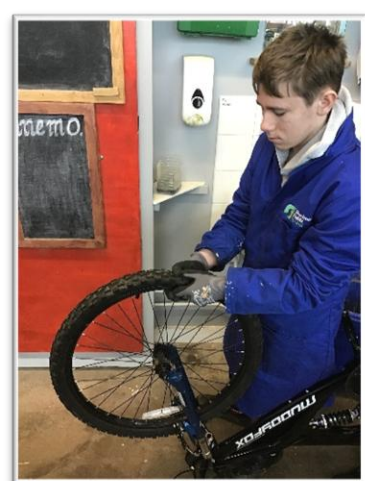
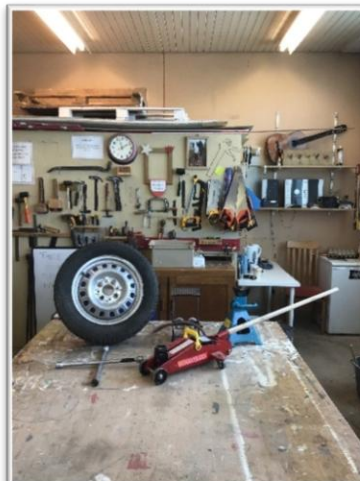


ASSESSMENT: Pupils will build a portfolio of evidence against the course standards. This may include written work, photographs, research, questionnaires, graphs, videos etc. Each portfolio will be assessed internally and then moderated by an external verifier.

PROGRESSION: Each completed unit is worth a specific amount of credits. Depending on how many are completed the pupil will achieve either an Award (6 credits) or a Certificate (13 credits).

EMPLOYABILITY: This course provided pupils with the opportunity to develop their employability skills.

SKILLS DEVELOPED IN THIS COURSE: Use of Maths, Use of English, Teamwork, Communication, Problem Solving, Creativity, Leadership, Responsibility, Organisation, Independent Learning, Adaptability, Decision-Making, Professionalism



DUKE OF EDINBURGH AWARD

LEVEL: Bronze and Silver Award

COURSE OVERVIEW: Pupils will look to spend time on the four main sections for each award, whether it be Bronze or Silver. Some pupils may get the opportunity to do their Gold Award.

Duke of Edinburgh Award Overview			
	BRONZE	SILVER	GOLD
Volunteering	3 Months	6 Months	12 Months
Skills	6 Months	6 Months	12 Months
Physical	3 Months	3 Months	6 Months
Expedition	2 Days, 1 Night Camp	3 Days, 2 Night Camp	4 Days, 3 Nights Camp
Residential			5 Days, 4 Nights

The expedition will include the following areas:

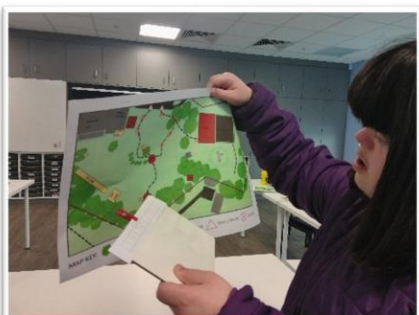
- First Aid and emergency procedures
- Awareness of risk and health and safety issues
- Navigation and route planning
- Camp-craft, equipment and hygiene
- Food and cooking
- County, highway and water sports codes
- Observation, recording and presentation
- Team building
- Proficiency in the mode of travel (walking)



ASSESSMENT: There is a national online system run by the DofE award scheme for pupils to upload their evidence and monitor their progress. Much of the evidence is collected through photographs and staff comments and pupils play a major part in organising and being responsible for their own learning in this way.

PROGRESSION: There is the opportunity for pupils to progress onto the Silver Award on Completion of their Bronze Award.

SKILLS DEVELOPED IN THIS COURSE: Teamwork, Communication, Resilience, Physical, Organisation, Adaptability, Initiative, Decision-Making





KS5 Residential

WHERE: Cornwall

WHEN: Summer Term

RESIDENTIAL OVERVIEW: Pupils have the exciting opportunity to take part in a five-day residential trip to Cornwall in collaboration with Elemental UK. Based across two sites in Cornwall (Newquay and Falmouth), pupils will have the chance to take part in a range of activities including: Surfing, bodyboarding, beach games, kayaking, paddle boarding, raft building, sailing, coasteering, cinema trip and quiz.

The residential will develop the following skills:

- Independence
- Resilience
- Confidence
- Team work
- Communication
- Responsibility
- Adaptability
- Problem Solving



SKILLS DEVELOPED ON THIS RESIDENTIAL: Teamwork, Communication, Resilience, Physical, Organisation



Please note there is a cost involved with this residential



Wedge Café and Wedge on Wheels

OPPORTUNITY: At Sherbourne Fields School we felt it was important to give the pupils a number of opportunities, therefore we have our own Café and Horse box. We knew from consulting with parents that some found it difficult to take their children to shops and cafés to have real experiences buying and paying for items. Having these both on site meant that all pupils could use them every day if they wanted to. They both give pupils from all across the school the opportunity to experience ordering items, pay for them, and checking their change/their card has authorised the payment. The café is open every morning from 9.30-10.30am for pupils and staff. The Horse box is open during morning break.

SKILLS FOR EMPLOYABILITY: Pupils who have the opportunity to work in the café and Horse box, meet new people, develop their Financial Education, Hospitality, Employability and Communication skills; which will all in turn build pupil's self-esteem and confidence. They all fill in an application form and then are invited to a panel interview. All successful applicants are given a rota and receive induction training.



CROSS CURRICULAR LINKS:

This opportunity supports the following courses:

- NOCN Introduction to Hospitality
- NCFE Understanding Business Enterprise
- ASDAN Skills for Employability

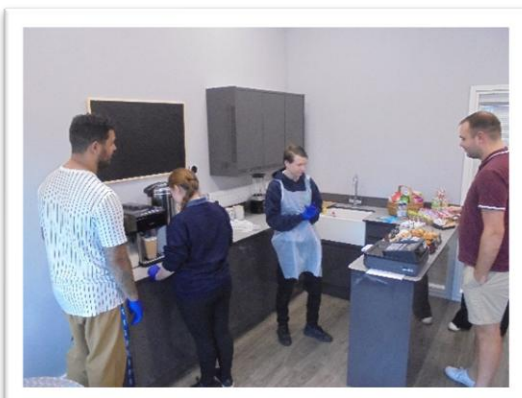
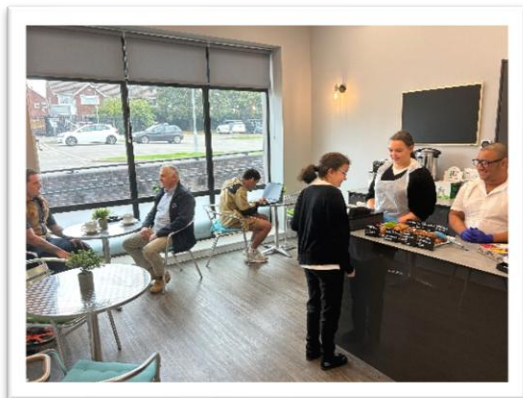


SKILLS DEVELOPED IN THIS OPPORTUNITY: Use of Maths, Teamwork, Communication, Resilience, Problem Solving, Leadership, Responsibility, Organisation, Adaptability, Initiative, Decision-Making, Professionalism



Are you in Key Stage 4-5 and would like to develop your skills
as a

CAFÉ ASSISTANT OR SUPERVISOR



IN THE WEDGE CAFÉ OR WEDGE ON WHEELS?

One morning a week in a supportive and nurturing environment.....

If you would like to develop your Financial Education, Communication and Hospitality skills as well as your self-confidence and self-esteem, the Wedge Café or Wedge on Wheels may be the place for you.

The experience you gain from working in the either, will help you become more independent and confident. This would be a positive addition to your CV when applying for jobs and on your application form when applying for College. We recruit each school year and you will be able to ask your class teacher for an application form, return it to Jodie in the Post-16 building; successful applicants will be invited to a 10-minute panel interview.

Post 16 Ladder to Success Careers Programme and Plan of Events

Via a comprehensive and inspirational Careers Programme our pupils will be ready to achieve their full potential, having the confidence, qualities and skills to achieve success and happiness in the world of work.

Learning Outcomes and Achievements

Key Events and Experiences

Year 14

- Explore the world of work
- Update and improve CV and write personal statement
- Prepare for interviews and assessments
- Discover the skills and qualities employers value
- Consider employment and career goals
- Think about suitable placements
- Understand and explore the different pathways available Post 18 in Further Education
- Understand and explore the different pathways available Post 18 in supported internships



Year 13

- Explore the world of work
- Discover more about potential careers, have an understanding of the labor market
- Begin to understand the skills and qualities employers value
- Find a career you are passionate about
- Think about your Post 18 options and the direction you want to take in your career.
- Make applications
- Investigate further education courses of interest
- Assess your strengths and weaknesses
- Further develop your understanding of careers and what this looks like Post 18

Year 12

- Explore the world of work
- Write a CV
- Discover more about potential careers, have an understanding of the labor market
- Think about options and how to make informed choices
- Find out more about internships and what it involves
- Experience different workplaces
- Develop knowledge of appropriate further education courses
- Begin to develop your understanding of careers and what this looks like Post 18



Year 14

- Weekly Future Plans lessons
- Mock interview event
- Week's work experience placement
- Personalised career interview with Prospects advisor
- Weekly discussions with Job Coach
- Attend further education open days
- Attend LA adults education open days
- Attend further education destination transition sessions



Year 13

- Weekly Future Plans lessons
- Careers Fair
- Week's work experience placement
- Weekly discussions with Job Coach
- Personalised career interview with Prospects advisor
- Continued support from Assistant Head Key Stage 5 and Transition Officer
- Tailored local college Showcases
- ASK Service workshops
- Open Event with Further Education appropriate routes



Year 12

- Weekly Future Plans lessons
- CV writing workshop
- Careers Fair
- Informal careers meeting with Transition Officer
- Weekly discussions with Job Coach
- Week's work experience placement
- Tailored local college virtual showcases
- Open Event with Further Education appropriate routes



Post 16

Education Destinations

Most pupils stay on until Year 14 to ensure that they have completed all of their courses; giving them the best possible chance of successfully gaining a place on their chosen Post 16 Education Destination.

This however, may not be suitable for all pupils. It will depend on your attendance, behaviour, engagement and enjoyment. This will be discussed in your annual review each year. During your final annual review (which could be at the end of Year 12, 13 or 14,) you, your parents and your teachers will discuss your next steps and the option(s) that they feel will be most suitable and appropriate for you.

The following Education Destinations would be available to you when you leave school. You will go on visits to most of these places with school as part of our careers programme in your Future Plans lessons. We would advise that you go along with your parents to have a look around and see what you all think of it. These visits can be arranged directly with the providers.



HEREWARD COLLEGE

Hereward College provides study programmes and learning experiences / opportunities for young people (age 16-25) with complex disabilities and learning difficulties. Most pupils on our Employability Plus Pathway would enrol onto their **Explorer Pathway** (Entry 3/Level 1.) On this programme you would continue with your Maths and English and follow a curriculum that is accredited through the Open Awards Certificate and Diploma in Further Learning and Employment. It is a four days per week study programme. You would choose vocational subjects from the list of options below. In all subjects, learning focuses on the personal qualities and work skills required in that sector.

- Business, IT and Enterprise
- Catering & Hospitality
- Creative Arts & Digital Skills
- Manufacturing – Mini Prism Engineering workshop (Level 1 only)
- Outdoor Learning - Horticulture and Construction
- Performing Arts & Music Production
- Sport, Health & Science



COVENTRY COLLEGE

Coventry College (formally City and Henley College) can offer Life Skills, Foundation, and Level 1 courses for our students depending on their level of learning. The Entry Level Diploma in Life and Living Skills is an entry level course designed to help you if you have learning disabilities/difficulties. You will acquire skills to help you with day-to-day tasks. The course also helps you prepare for the world of work and independent living. You will study Practical workshops, Independent living skills, Music/Art/Drama, Basic English, Basic maths. There will also be opportunities to take part in preparation for work and work placements, and Enterprise and Employability activities. On successful completion of this course, you can apply for a Foundation course.



COVENTRY ADULT EDUCATION

Coventry's Adult Education Service offers a wide range of courses for adults in more than 20 locations across the city. Each year, thousands of people take the opportunity to learn a new skill, get a qualification, or find out more about something they are interested in. Courses are taught by friendly, qualified tutors. There's something for everyone.



APPRENTICESHIPS

Pupils working at Level 2 and above can apply for an apprenticeship. An apprenticeship is a paid job where the employee learns and gains valuable experiences. Alongside on-the-job training, apprentices spend at least 20% of their working hours completing classroom-based learning with a college, university or training provider which leads to a nationally recognised qualification. An apprenticeship includes, paid employment with holiday leave, hands-on-experience in a sector/role of interest, at least 20% off-the-job training, formal assessment which leads to a nationally recognised qualification



Supported Internships

WHAT IS A SUPPORTED INTERNSHIP?

A supported internship is a structured study programme based primarily at an employer. They are unpaid, and last for a minimum of six months. They are designed to help young people with an Education, Health and Care Plan to achieve sustainable paid employment by equipping them with employability skills through learning in the workplace. A successful supported internship will see the young person to move into paid employment at the end of their programme. If required, pupils can first gain entry to the Step into Work programme which then leads onto a Supported Internship in the second year.

ASSESSMENT

Alongside their time at the employer, young people complete a personalised study programme which includes the chance to study for relevant qualifications in English and Maths. This will be through a specialist teacher and a job coach. (A job coach is an individual who is employed to help people with disabilities learn, accommodate, and perform their work duties. A job coach may work with individuals one-on-one and/or in a small group. In addition to working on skills related to performing specific job tasks, a job coach also helps with interpersonal skills necessary in the workplace.)

WHAT EMPLOYERS ARE INVOLVED?

So far, there are three main employers we are linked with, who have an abundance of opportunities within e.g. hospitality, maintenance, horticulture, admin etc.

- University Hospital Coventry and Warwickshire
- University of Warwick
- Coventry City Council

This is currently an opportunity for pupils after Year 14. However, it will be built upon and discussions will begin on entry into Post 16 during annual reviews and learning conversations. Through discussions with teachers and our Transition Worker, we would endeavour to match the pupils interests with placements. Pupils would be supported in pre-visits and potentially work experience placements leading up to Year 14.

Work Experience

During their time in Key Stage 5, pupils will have between 1 and 3 work experience placements arranged for them. Examples of which can be seen on the next few pages. If you have any questions regarding work experience, please contact Jodie Lynch or Marie Geary.

EGO

There are a range of activities/roles at EGO including – serving refreshments behind the bar to patrons and staff, helping to set up the activities ready for sessions under the guidance of a supervisor, taking part in the sessions to model how to do the activities i.e. painting.



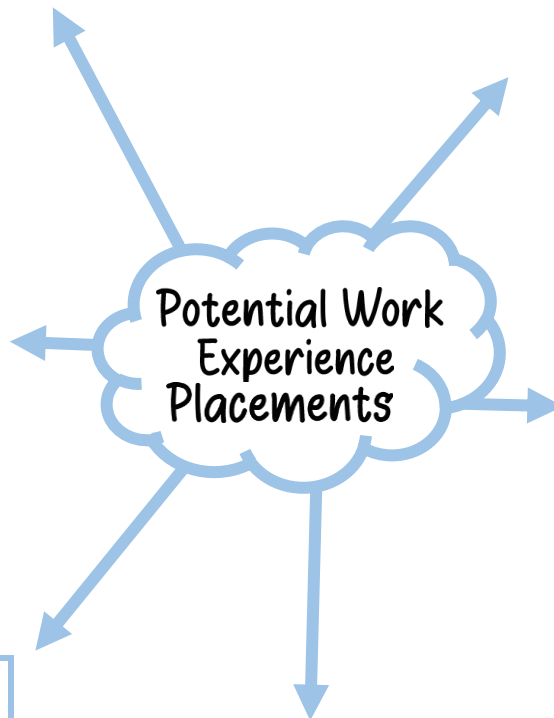
**Scan Here
to see our
Placements**



Students could be placed on a ward to work alongside ward staff to care for patients or they may be working with the maintenance team to ensure the grounds and facilities are safe for service users.



Students will work alongside the small team in various labour roles. These could include fetching materials, and bringing it safely to the worksite, keeping the work site tidy and safe and generally assisting the staff.



Students will shadow the site service officer for the week. They will carry out general maintenance of the school undertaking a number of minor repairs and low-level decorating tasks. The students will be responsible for carrying out routine safety checks and periodic testing of water temperatures, fire safety equipment and other equipment around school. The day to day jobs will vary over the course of the week lending to the needs and demands of the staff and students.



Pupils will assist with replenishing the shop stock, keeping it tidy at all times, liaising with customers and welcoming them in. Students may also work in the office to support with administrative tasks.



Students will tend to a number of plant life throughout the week, they will learn how to care for new seedlings and how to replant them. They will improve their general gardening skills and keep all areas tidy.



The majority of the pupils' work will involve packaging car components. The placement will provide an insight into the whole company. Pupils will be working on the factory floor, packaging components and undertaking light assembly work.



Students will take orders, operate the till, ensure the tables are cleaned before and after customers leave. Students will also replenish stock and use initiative to keep the environment clean and safe.



Pupils will be working alongside staff responsible for a number of shop floor tasks. They will go through deliveries of donated food checking for out of date products. They will then sort the items into categories i.e. tinned fruit, biscuits, pop etc. Pupils will keep their area clean by regularly sweeping and ensuring there is no litter about. Pupils will also take part in packing family bundles. They will be given a set of criteria and asked to fill a box with that on the list. Pupils will also be responsible for keeping pallets clean and in the correct size order.



Students will be responsible for setting up the learning environment for the children. They will ensure all resources are clean and safe for the children to use. They will understand that they must liaise closely with other staff to discuss any matters of concern regarding the children. Students may also be given a small group of children to lead an activity with. They must also supervise children closely when in and out of the classroom.



Pupils will work alongside a small team, sorting through a range of Coventry City Council paperwork. The recycling will go into different categories before posting it through the industrial shredder. The pupils will also sort through a range of cans and using special metals they will work out what needs to go where.



Students will support the well-being team in providing practical and enjoyable activities for the residents. They will support them with arts and crafts, physical games and just lift their spirits throughout the day.



Exam Access Arrangements

Exam Access Arrangements are the reasonable adjustments that can be made for an exam candidate, and might include things like extra time to complete an exam paper, permission to use assistive technology, or provision of rest breaks.

Who is eligible for access arrangements?

Pupils working up to Entry Level 3 are granted access arrangements if they are a candidate's 'normal way of working' and the candidate has a history of need. An application will be made to the JCQ (Joint Council for Qualifications) on behalf of those pupils working at Level 1 and above. In order to be awarded access arrangements pupils must have a current EHCP plan which confirms their disability. The exams officer will also have to:

- Confirm that the candidate has persistent and significant difficulties when accessing and processing information, and is disabled within the meaning of the Equality Act 2010.
- Include evidence of the candidate's current difficulties and how they substantially impact on teaching and learning in the classroom.
- Show the involvement of teaching staff in determining the need for 25% extra time.
- Confirm that without the access arrangements the candidate would be at a substantial disadvantage.
- Confirm that the access arrangements applied for are the candidate's normal way of working within the centre as a direct consequence of their disability.

What sort of exam access arrangements are available?

Extra Time

Up to 25% extra time can be granted

Modified Paper

These papers must be ordered in advance for different sizes, fonts, colours and braille.

Assistive Technology

If it is the candidate's normal way of working that can include a word processor or voice processor.

A scribe

Scribes can be allocated to candidates who have difficulties writing legibly.

A reader

Readers can be used for candidates who have visual impairments or a disability that affects their ability to read accurately themselves. In an exam that assesses reading ability a human reader is not allowed. In some cases, a computer reader will be allowed.

SKILLS GLOSSARY OF TERMS

The courses you will complete throughout your time in Key Stage 5 are designed to develop a variety of skills. On each page in the booklet it will tell you what those skills are and below you will be able to find out a little about each skill.

USE OF MATHS

You will apply a variety of Maths skills such as money, budgeting and data to complete your work.

USE OF ENGLISH

You will apply a variety of English skills such as reading, writing or speaking and listening skills to complete your work.

USE OF ICT

You will apply a variety of ICT skills such as research, recording and presenting data to complete your work.

RESEARCH SKILLS

You will develop the skill to find, extract, evaluate and present information, either from books or online sources.

TEAMWORK

You will work together with your peers to achieve a shared goal or task, communicating and sharing jobs.

COMMUNICATION

You will exchange ideas, information and thoughts with your peers in order to inform, persuade or share information with them.

PROBLEM SOLVING

You will think through and strategise ways to solve a potential problem before or after it has arisen.

Independent Learning

You will engage with independent work such as research, problem solving and recording your own work with some guidance from the teacher.

CRITICAL THINKING

You will ask questions such as 'why,' 'how,' and 'what if' to explore different points of view and explore different options to the one that is first presented.

RESILIENCE

You will learn how to deal with situations and experiences that may be difficult. You will learn how to keep going and not let them affect you negatively.

CREATIVITY

You will develop your ability to think of your own ideas and look at things for different perspectives.

LEADERSHIP

You will develop the ability to influence, motivate, enable and support your peers to complete a shared goal. You will also develop your emotional intelligence.

INITIATIVE

You will develop the skill to see things that need doing and acting on them independently without being asked.

PROFFESIONALISM

You will show that you are reliable, hardworking and demonstrate excellent behaviour and positive attitude towards your work and tasks.

RESPONSIBILITY

You will develop the skill of being able to lead peers independently and being in control of specific situations above others

ADAPTABILITY

You will develop the skill to adapt and adjust your plans in response to an issue or attitude. You will proactively and positively change your plans accordingly.

DECISION MAKING

You will develop the skill to evaluate options and information in order to choose the best course of action to achieve a shared goal.

10 things to do before you leave....

At Sherbourne we firmly believe that learning does not stop when pupils leave the classroom. That is why we continually strive for and create opportunities for our pupils to develop their skills outside of the classroom. We challenge you to see if you can do 10 or more of these before you leave- tick them off as you go....

- Take part in a session in the Wedge Workshop
- Go on a work experience placement
- Go down our zip-wire
- Challenge yourself to go climb up the climbing wall
- Go on the Newquay residential
- Take part in the Shakespeare for School's Festival performance at the Belgrade Theatre
- Visit the Houses of Parliament as part of your Citizenship course
- Camp over night as part of the Duke of Edinburgh Award
- Help to plan and organise MacMillan Coffee Morning
- Attend Prom
- Get a job in our school Wedge café / Wedge on Wheels
- Take part in Mock Interviews
- Perform as part of our 6th Form band
- Join the school choir
- Become a buddy to pupils from around the school
- Become a paired reader and read to others around the school in morning registration
- Become a school librarian
- Get a Head Teachers Award
- Become a member of the student council
- Sell school products at Pop-Up shop events
- Attend Open Evenings as a 6th form Ambassador
- Represent the school at Ambas.SEND.or's meetings
- Represent the school on Sporting Events

COMMON QUESTIONS AND ANSWERS

We will endeavour to provide you with a curriculum tailored to your interests and abilities, which will provide you with employability and independent living skills.

Which subjects will I be studying in Key Stage 5?

Who decides what subjects I will study in Key Stage 5?

Alongside parents and pupils, the Head Teacher, Assistant Head of KS5 and KS5 Tutors will design the curriculum that best suits your needs and potential.

During the whole school transition day at the beginning of July, your new Tutor will go through your timetable with you.

When will I know what my timetable looks like?

What happens if I am not enjoying one of my courses?

Speak to your Tutor or Assistant Head. They will help you to figure out if there is anything that can be done to help you feel differently about the situation. We will do all that we can to ensure you have positive experience in Key Stage 5.

Use this booklet. Speak with older pupils and approach staff during and after lessons for further guidance.

How do I find out more about each subject?