

Oak Field School

Policy for Work Related and Enterprise Learning

Updated: 26th March 2019

For Review: April 2020

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Philosophy

All staff Oak Field School play their part in ensuring that people with learning disabilities maximise their potential to work, earn and contribute their skills in the community. All pupils are considered capable of making a valuable contribution to the working community regardless of their disability. Oak Field School strives to lead the way in helping people with learning disabilities show they have an important role to fulfil in society and the workplace.

Intentions similar to the local D2N2 Employability Framework will permeate learning and teaching and the work placements provided. The school aims to achieve and build upon the standards of the Gatsby Benchmarks. Pupil views will be sought and respected, and all pupils, staff, parents and other views will be given full consideration in issues of inclusive practice. Team working between other professionals, campus partners and volunteer groups will ensure that pupils will receive enhanced education.

Aims

Work Related and Enterprise Learning at Oak Field School aims to:

- Provide a focus for, and underpin the development of essential skills, especially in Communication, Numeracy, Personal Skills, and Practical Work Skills (including fine motor skills where appropriate)
- Increase pupil awareness of their individual strengths and target areas and promote choice-making.
- Provide and external work placements and awareness activities where possible for pupils, especially within the 6th Form.
- Increase pupil awareness of work, employment and the current labour market using first-hand experience of this through work observation, simulation, shadowing and experience.
- Provide pupils with a range of opportunities to make a positive contribution to the school and wider community. This includes voluntary or paid work where possible for students leaving school.
- Provide pupils with broad a range of work-related and enterprise learning experience, to enable them and their families to make informed choices of adult settings/activities/work which reflect their strengths, enthusiasms, aspirations and needs.
- Provide the pupils with positive internal and external recognition of achievement and attainment in this area.

Strategies for putting policy into practice

- Action planning and recording achievements as part of EHCP review meetings and accreditation recording.
- Extended work placements and volunteering in and out of school.
- Internal or external work experience.
- Work simulations or role play.
- Curriculum linked visits.
- Visits to work places.
- Problem solving and work skills activities.
- Careers guidance (individual planning and interviews, information and research activities).
- Student Council.
- Visits to local day services, colleges, volunteering opportunities and supported employment.
- Enterprise and fund-raising activities.
- Support from local services such as the Futures for You Careers Guidance Service.
- Regular transition events involving local employers, educators and support facilities
- Careers education will take place in PSHEE sessions and is embedded into all aspects of the curriculum. This is overseen by the Careers Lead, supported by the Work-Related Learning and Enterprise lead.
- The careers programme at Oak Field School aims to meet the needs of all students and is differentiated in terms of outcomes, resources and learning styles to ensure that it is appropriate to students' stages of career learning and development.

Curriculum

Careers Education and Guidance comprises five components:

- Careers education within the curriculum
- Planning and record of achievement and work-related activities
- Work experience
- Access to individual guidance and support
- Access to careers information.

The curriculum at Oak Field School and Sports College is linked to the Preparing for Adulthood programme, keeping our students hopes and aspirations as our key focus. Throughout their education, students will have the opportunity to gain experience and develop skills in these four areas:

- Employment
- Independent living
- Community Inclusion
- Health

At each stage of their learning and development, Oak Field School aims to prepare children and young people for the new responsibilities, experiences, independence and risks of the next stage: from a child learning to make choices about food and friends, to a young person making choices about education, training or employment beyond school. Transition evenings are held from Key Stage 2

onwards to ensure that students and their families are fully aware of the options available to them and can make informed decisions about the future.

Roles and responsibilities

The Careers Leader is responsible for the overview of opportunities and progression within the Careers Programme at Oak Field School, working alongside other curriculum leaders and the Work-Related Learning Trainer. Class teachers are responsible for the planning, organisation and management of class activities of Careers activities.

The Careers Leader is responsible for the overview of opportunities and progression within WREL at Oak Field School, working alongside other curriculum leaders and the Work-Related Learning Trainer, supported by the link Governor for transition. Class teachers are responsible for the planning, organisation and management of class Work Related Learning and Enterprise activities.

Parents play an integral part in pupils' understanding of career choices and are encouraged to attend a range of career and transition events including parents' evenings, transition planning, work experience and EHC Plan review.

All staff Oak Field School play their part in ensuring that people with learning disabilities aspire to employment. All pupils are considered capable of making a valuable contribution to the working community regardless of their disability. Oak Field School strives to lead the way in showing the local community what people with learning disabilities can do, and that they are capable of playing an important part in society and the workplace.

Work Experience Placements, Supported Internships, College Links Course

- The Careers Leader guides the Work-Related Trainer and Community Liaison Officer in ensuring suitable permissions, preparation, safety, insurance and legal checks are in place before placements commence. Ongoing checks are carried out during visits to placements.
- Work Experience placements are offered to as many 6th form as possible, balancing fair access alongside promoting young people into achieving paid work.
- Listening and responding to young peoples' aspirations is an important part of providing Work Experience, as well as challenging stereotypes.
- Sometimes, for example during Supported Internships students/interns attend work placements with employer-based mentoring and visits only from the school team. In these circumstances it is essential that thorough checks have been carried out and a comprehensive Safeguarding and Quality Agreement is in place. This should include a minimum of two employees of the host business that are responsible for supervision of the student/intern being checked by the Disclosure Debarring Service. The business must have a policy for safeguarding children OR safeguarding vulnerable adults.

Portfolios of work

Students should be encouraged and supported to keep a detailed portfolio of their Work-Related Learning experiences, using the Work Journal for external work placements. The Careers Leader will be accountable to the Deputy Head, Head Teacher and Governing Body, sharing an overview through regular reports and some presentations. The school continues to work towards a quality

mark in *Career Education*, illustrating good practice and developing an improvement plan, feeding into the overall School Development Plan.