



Kirkleatham Hall School Preparing for Adulthood, Careers and Work Experience Provision

The Compass tool is used termly with external scrutiny included to show our progress on the Gatsby benchmarks

	Employment and Education	Independent living	Friends relationships and community participation	Health	Careers/ work experience	British values
EYFS	<p>Adapting to new environments</p> <p>Daily routines and visual timetables</p> <p>Following instructions (At level of understanding)</p> <p>Continuous provision to support imagination and role play such as doctors/train station./ dentist</p> <p>Mixture of child initiated and teacher led learning</p> <p>Access to appropriate strategies and resources to support pupils communication and interaction skills e.g. Visual symbols, intensive interaction</p> <p>Total communication environment</p> <p>Opportunities to try new and ambitious activities.</p> <p>Positive risk-taking is embedded in the EYFS curriculum.</p> <p>Within EYFS, staff follow interest and foster children's curiosity.</p> <p>Children work on their self-regulation and seek help if they want their needs met.</p>	<p>Dressing and undressing skills – Swimming/Forest/PE</p> <p>Toileting programmes</p> <p>Independent choice making throughout curriculum</p> <p>Breakfast bar/ Snack time/ Lunchtime/ Feeding plans and routines</p> <p>Local environment walks / road safety</p> <p>Child initiated learning</p> <p>Continuous provisions to problem solve and find their own solutions.</p> <p>Opportunities to share, take turns and to interactive with their friends.</p> <p>Total communication environments to ensure all pupils have a voice so they can learn and make choices. TACPAC sessions to support our sensory learners.</p> <p>Forest school - making and growing things to gain independence and connecting with the natural world.</p> <p>Outdoor play bikes, cars, road safety etc....</p> <p>Sensory baking</p>	<p>Social interaction/ social opportunities such as playtime and lunchtime</p> <p>Fluidity between classes and the use of shared spaces such as ball pool and sound and light</p> <p>Educational visits such as senses and local environment</p> <p>Community wellbeing days across school</p> <p>Connections with walled garden and themed events.</p> <p>Collective worship – Church events and star of the week assemblies</p> <p>After school clubs</p> <p>PE community events - Redcar and Cleveland Sports Partnership.</p> <p>PSED EYFS curriculum (prime area)</p> <p>Wider school community events – Friends of Kirkleatham, Senses, etc...</p>	<p>Individual interventions such as Treetops/ Physio/ Speech and language</p> <p>PSED/ Physical development</p> <p>Outdoor and indoor play</p> <p>Healthy snacks</p> <p>Tooth brushing programme (oral hygiene)</p> <p>Themed topics such as healthy fruit and vegetables (planting and growing)</p> <p>PE community events - Redcar and Cleveland Sports Partnership.</p> <p>Whole school well-being trips.</p> <p>Mental Health Week</p>		<p><u>Democracy</u> Children have the opportunities to make choices, either through verbal, pointing or gestures, etc....</p> <p>Children, where appropriate are encouraged to make decisions together, for example, when sharing toys.</p> <p>Children to understand that they are part of a family, class, group, school/setting and community especially when they put on their uniform</p> <p>Daily opportunities to encourage children to value each other's views and feelings</p> <p><u>The rule of law</u> Encourage and support children with learning about right from wrong.</p> <p>Help children to understand their own and others' behaviour and feelings, as well as the consequences of their actions</p> <p><u>Individual Liberty</u> Provide opportunities to develop children's self-esteem and confidence in their own abilities. Encourage them to develop a positive sense of themselves and to celebrate their personal achievements.</p> <p>Enable children to take on challenges, risks and</p>

						<p>responsibilities, showing perseverance and resilience</p> <p>Allow children to develop their independence, offering them opportunities to follow their own ideas and interests.</p> <p><u>Mutual Respect and Tolerance of Different Faiths and Beliefs</u> Encourage children to reflect on their similarities and differences with each other and foster an inclusive approach.</p> <p>Encourage children to see themselves as part of a wider community.</p> <p>They can learn about national commemorations and festivals, such as Remembrance Day, Harvest, Easter, etc..</p>
Informal	<p>Adapting to new environments</p> <p>Daily routines and visual timetables</p> <p>Following instructions (At level of understanding) Continuous provision to support imagination and role play such as doctors/train station./ dentist Mixture of child initiated and teacher led learning Access to appropriate strategies and resources to support pupils communication and interaction skills e.g. Visual symbols, intensive interaction Total communication environment</p> <p>Opportunities to try new and ambitious activities.</p>	My independence Scheme of Work	<p>Social interaction/ social opportunities such as playtime and lunchtime</p> <p>Fluidity between classes and the use of shared spaces such as ball pool and sound and light</p> <p>Educational visits such as senses and local environment</p> <p>Community wellbeing days across school</p> <p>Connections with walled garden and themed events.</p> <p>Collective worship – Church events and star of the week assemblies</p> <p>After school clubs</p>	<p>Individual interventions such as Treetops/ Physio/ Speech and language</p> <p>PSHE curriculum</p> <p>Outdoor and indoor play</p> <p>Tooth brushing programme (oral hygiene)</p>	<p>Adapting to new environments</p> <p>Daily routines and visual timetables</p> <p>Following instructions (At level of understanding) Continuous provision to support imagination and role play such as doctors/train station./ dentist Mixture of child initiated and teacher led learning Access to appropriate strategies and resources to support pupils communication and interaction skills e.g. Visual symbols, intensive interaction Total communication environment</p> <p>Opportunities to try new and ambitious activities.</p>	<p><u>Democracy</u> Children have the opportunities to make choices, either through verbal, pointing or gestures, etc....</p> <p>Children, where appropriate are encouraged to make decisions together, for example, when sharing toys.</p> <p>Children to understand that they are part of a family, class, group, school/setting and community especially when they put on their uniform</p> <p>Daily opportunities to encourage children to value each other's views and feelings</p> <p><u>The rule of law</u> Encourage and support children with learning about right from wrong.</p> <p>Help children to understand their own and others' behaviour</p>

	Children work on their self-regulation and seek help if they want their needs met.				Children work on their self-regulation and seek help if they want their needs met.	<p>and feelings, as well as the consequences of their actions</p> <p><u>Individual Liberty</u> Provide opportunities to develop children's self-esteem and confidence in their own abilities. Encourage them to develop a positive sense of themselves and to celebrate their personal achievements.</p> <p>Enable children to take on challenges, risks and responsibilities, showing perseverance and resilience</p> <p>Allow children to develop their independence, offering them opportunities to follow their own ideas and interests.</p> <p><u>Mutual Respect and Tolerance of Different Faiths and Beliefs</u> Encourage children to reflect on their similarities and differences with each other and foster an inclusive approach.</p> <p>Encourage children to see themselves as part of a wider community.</p> <p>They can learn about national commemorations and festivals, such as Remembrance Day, Harvest, Easter, etc..</p>
Lower Semi Formal	Careers week Transitions nurse in all EHCPs Y9 onwards	My independence Scheme of Work Transitions nurse in all EHCPs Y9 onwards	<p>Social interaction/ social opportunities such as playtime and lunchtime</p> <p>Fluidity between classes and the use of shared spaces such as ball pool and sound and light</p> <p>Educational visits such as senses and local environment</p> <p>Community wellbeing days across school</p>	<p>Individual interventions such as Treetops/ Physio/ Speech and language</p> <p>PSHE curriculum</p> <p>Outdoor and indoor play</p> <p>Tooth brushing programme (oral hygiene)</p>	Careers week Transitions nurse in all EHCPs Y9 onwards	<p><u>Democracy</u> Children have the opportunities to make choices, either through verbal, pointing or gestures, etc....</p> <p>Children, where appropriate are encouraged to make decisions together, for example, when sharing toys.</p> <p>Children to understand that they are part of a family, class, group, school/setting and</p>

			<p>Connections with walled garden and themed events.</p> <p>Collective worship – Church events and star of the week assemblies</p> <p>After school clubs</p>			<p>community especially when they put on their uniform</p> <p>Daily opportunities to encourage children to value each other’s views and feelings</p> <p><u>The rule of law</u> Encourage and support children with learning about right from wrong.</p> <p>Help children to understand their own and others’ behaviour and feelings, as well as the consequences of their actions</p> <p><u>Individual Liberty</u> Provide opportunities to develop children’s self-esteem and confidence in their own abilities. Encourage them to develop a positive sense of themselves and to celebrate their personal achievements.</p> <p>Enable children to take on challenges, risks and responsibilities, showing perseverance and resilience</p> <p>Allow children to develop their independence, offering them opportunities to follow their own ideas and interests.</p> <p><u>Mutual Respect and Tolerance of Different Faiths and Beliefs</u> Encourage children to reflect on their similarities and differences with each other and foster an inclusive approach.</p> <p>Encourage children to see themselves as part of a wider community.</p> <p>They can learn about national commemorations and festivals, such as Remembrance Day, Harvest, Easter, etc..</p>
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Semi-Formal	<p>Careers week</p> <p>External impartial Careers interview Y11,13,14 (Where appropriate)</p> <p>Transitions nurse in all EHCPs Y9 onwards</p>	<p>My independence Scheme of Work</p> <p>Transitions nurse in all EHCPs Y9 onwards</p>	<p>Social interaction/ social opportunities such as playtime and lunchtime</p> <p>Fluidity between classes and the use of shared spaces such as ball pool and sound and light</p> <p>Educational visits such as senses and local environment</p> <p>Community wellbeing days across school</p> <p>Connections with walled garden and themed events.</p> <p>Collective worship – Church events and star of the week assemblies</p> <p>After school clubs</p>	<p>Individual interventions such as Treetops/ Physio/ Speech and language</p> <p>PSHE curriculum</p> <p>Outdoor and indoor play</p> <p>Tooth brushing programme (oral hygiene)</p>	<p>Careers week</p> <p>External impartial Careers interview Y11,13,14 (Where appropriate)</p> <p>Transitions nurse in all EHCPs Y9 onwards</p> <p>Employability Skills</p> <p>Where appropriate discussions with staff</p> <p>Global Entrepreneurs week/ Enterprise competitions</p> <p>Different site tours of business, videos and resources</p> <p>Topic linked to professions such as butcher, fireman, etc..</p> <p>Assemblies and workshops where appropriate</p> <p>Discussing and recording options in the coming year – what are their interests, link to different services, employment, college etc.</p> <p>LA careers event</p> <p>Have careers at parents evenings</p> <p>Contact with past students to come in and do talks</p>	<p>Democracy</p> <p>Children have the opportunities to make choices, either through verbal, pointing or gestures, etc....</p> <p>Children, where appropriate are encouraged to make decisions together, for example, when sharing toys.</p> <p>Children to understand that they are part of a family, class, group, school/setting and community especially when they put on their uniform</p> <p>Daily opportunities to encourage children to value each other's views and feelings</p> <p>The rule of law</p> <p>Encourage and support children with learning about right from wrong.</p> <p>Help children to understand their own and others' behaviour and feelings, as well as the consequences of their actions</p> <p>Individual Liberty</p> <p>Provide opportunities to develop children's self-esteem and confidence in their own abilities. Encourage them to develop a positive sense of themselves and to celebrate their personal achievements.</p> <p>Enable children to take on challenges, risks and responsibilities, showing perseverance and resilience</p> <p>Allow children to develop their independence, offering them opportunities to follow their own ideas and interests.</p>
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Formal	<p>Careers week Transitions nurse in all EHCPs Y9 onwards</p> <p>External impartial Careers interview Y11,13,14 (Where appropriate)</p>	My independence Scheme of Work Transitions nurse in all EHCPs Y9 onwards	<p>Social interaction/ social opportunities such as playtime and lunchtime</p> <p>Fluidity between classes and the use of shared spaces</p> <p>Educational visits such as senses and local environment</p> <p>Community wellbeing days across school</p> <p>Connections with walled garden and themed events.</p> <p>Collective worship – Church events and star of the week assemblies</p> <p>After school clubs</p>	<p>Individual interventions such as Treetops/ Physio/ Speech and language</p> <p>PSHE curriculum</p> <p>Outdoor and indoor play</p> <p>Tooth brushing programme (oral hygiene)</p> <p>Drug and alcohol awareness sessions</p> <p>External SRE provision whole group and 1-1 bespoke provision from Brooke</p>	<p>Careers week External impartial Careers interview Y11,13,14 (Where appropriate) Transitions nurse in all EHCPs Y9 onwards</p> <p>As above</p> <p>Experience of work – internal work experience</p> <p>CV – mock interviews (where appropriate)</p> <p>DWP support</p>	<p>Democracy Young people have the opportunities to make choices, either through verbal, pointing or gestures, etc.... Young people, where appropriate are encouraged to make decisions together, for example when choosing what to do at the gym . Young people to understand that they are part of a family, class, group, school/setting and community. Daily opportunities to encourage young people to value each other's views and feelings The rule of law Encourage and support young people with learning about right from wrong. Help young people to understand their own and others' behaviour and feelings, as well as the consequences of their actions Individual Liberty Provide opportunities to develop young peoples self-esteem and confidence in their own abilities. Encourage them to develop a positive sense of themselves and to celebrate their personal achievements.</p>

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FE	<p>DWP workshops</p> <p>Careers Week</p> <p>Café work experience</p> <p>Growing in Harmony</p> <p>Walled Garden</p> <p>Interview skills workshops</p> <p>Floristry events at walled garden</p> <p>External impartial Careers interview Y11,13,14 (Where appropriate)</p> <p>Transitions nurse in all EHCPs Y9 onwards</p> <p>External travel training 6 week blocks and 1-1</p> <p>Building our futures event – External employer challenge days (6 week blocks)</p> <p>Enterprise morning once per week</p> <p>Talentino scheme of work</p>	<p>Life skills curriculum</p> <p>Including ASDAN accreditation where appropriate</p> <p>Transitions nurse in all EHCPs Y9 onwards</p> <p>External travel training 6 week blocks and 1-1</p> <p>Monday morning breakfast club practicing exchange of money</p> <p>Prior group access external Gym</p> <p>Talentino scheme of work</p>	<p>Social interaction/ social opportunities such as playtime and lunchtime</p> <p>Fluidity between classes and the use of shared spaces such as ball pool and sound and light</p> <p>Educational visits such as senses and local environment</p> <p>Community wellbeing days across school</p> <p>Connections with walled garden and themed events.</p> <p>Collective worship – Church events and star of the week assemblies</p> <p>After school clubs</p>	<p>Drug and alcohol awareness sessions</p> <p>Individual interventions such as Treetops/ Physio/ Speech and language</p> <p>PSHE curriculum</p> <p>Outdoor and indoor play</p> <p>Tooth brushing programme (oral hygiene)</p> <p>External SRE provision whole group and 1-1 bespoke provision from Brooke</p> <p>Health and wellbeing option what all students access includes swimming, PE and other options.</p> <p>Prior group access external Gym</p>	<p>Careers Week</p> <p>Café work experience</p> <p>Growing in Harmony</p> <p>Walled Garden</p> <p>Interview skills workshops</p> <p>Floristry events at walled garden</p> <p>External impartial Careers interview Y11,13,14 (Where appropriate)</p> <p>Transitions nurse in all EHCPs Y9 onwards</p> <p>External travel training 6 week blocks and 1-1</p> <p>Building our futures event – External employer challenge days (6 week blocks)</p> <p>Enterprise morning once per week</p> <p>Group and individual work experience in areas of interest</p>	<p>Democracy</p> <p>Young people have the opportunities to make choices, either through verbal, pointing or gestures, etc....</p> <p>Young people, where appropriate are encouraged to make decisions together, for example when choosing what to do at the gym .</p> <p>Young people to understand that they are part of a family, class, group, school/setting and community.</p> <p>Daily opportunities to encourage young people to value each other's views and feelings</p> <p>The rule of law</p> <p>Encourage and support young people with learning about right from wrong.</p> <p>Help young people to understand their own and others' behaviour and feelings,</p>

	<p>External PFA events for parents and children</p> <p>Providers invited in regularly to speak about provision after school.</p> <p>Thursday mornings every child in FE in last 2 years of FE visit potential destinations</p>				<p>(land services, ICT, support roles)</p> <p>Talentino scheme of work</p> <p>External PFA events for parents and children</p>	<p>as well as the consequences of their actions</p> <p>Individual Liberty</p> <p>Provide opportunities to develop young peoples self-esteem and confidence in their own abilities. Encourage them to develop a positive sense of themselves and to celebrate their personal achievements. Enable young people to take on challenges, risks and responsibilities, showing perseverance and resilience</p> <p>Allow young people to develop their independence, offering them opportunities to follow their own ideas and interests.</p> <p>Mutual Respect and Tolerance of Different Faiths and Beliefs</p> <p>Encourage young people to reflect on their similarities and differences with each other and foster an inclusive approach.</p> <p>Encourage young people to see themselves as part of a wider community.</p> <p>They can learn about national commemorations and festivals, such as Remembrance Day, Harvest, Easter, etc..</p> <p>Young people voted as class advocates for star of the week and school council.</p> <p>Being part of all interviews for school staff</p>
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