

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	Independent living	Friends relationships	Health	Careers/ work	British values
	Education		and community		experience	
			participation			
EYFS		Dressing and undressing skills –	Social interaction/ social	Individual interventions such as		Democracy
		Swimming/Forest/PE	opportunities such as playtime	Treetops/ Physio/ Speech and		Children have the opportunities
	Daily routines and visual	Tailatina nanananana	and lunchtime	language		to make choices, either through
	timetables	Toileting programmes	Fluidity between classes and the	PSED/ Physical development		verbal, pointing or gestures,
	Following instructions (At level	Independent choice making	use of shared spaces such as	F3ED/ Filysical development		etc
	-	throughout curriculum	ball pool and sound and light	Outdoor and indoor play		Children, where appropriate are
	Continuous provision to support		and providing the ng	Casacar and macer pray		encouraged to make decisions
		Breakfast bar/ Snack time/	Educational visits such as senses	Healthy snacks		together, for example, when
	as doctors/train station./	Lunchtime/ Feeding plans and	and local environment			sharing toys.
		routines		Tooth brushing programme		
	Mixture of child initiated and		Community wellbeing days	(oral hygiene)		Children to understand that
		Local environment walks / road	across school			they are part of a family, class,
		safety	Commontions with well ad sound on	Themed topics such as healthy		group, school/setting and
	and resources to support pupils communication and interaction	Child initiated learning	Connections with walled garden	fruit and vegetables (planting		community especially when they put on their uniform
	skills e.g. Visual symbols,	Cilia lilitiated learning	and themed events.	and growing)		they put on their uniform
		Continuous provisions to	Collective worship – Church	PE community events - Redcar		Daily opportunities to
		problem solve and find their	events and star of the week	and Cleveland Sports		encourage children to value
		own solutions.	assemblies	Partnership.		each other's views and feelings
	Opportunities to try new and	Opportunities to share, take	After school clubs	Whole school well-being trips.		The rule of law
		turns and to interactive with				Encourage and support children
		their friends.	PE community events - Redcar	Mental Health Week		with learning about right from
	Positive risk-taking is embedded	Tatal samura misatian	and Cleveland Sports			wrong.
		Total communication environments to ensure all	Partnership.			Help children to understand
		pupils have a voice so they can	PSED EYFS curriculum (prime			their own and others' behaviour
	, i	learn and make choices.	area)			and feelings, as well as the
		TACPAC sessions to support our				consequences of their actions
	·	sensory learners.	Wider school community events			· ·
	Children work on their self-	•	– Friends of Kirkleatham,			Individual Liberty
	regulation and seek help if they	Forest school - making and	Senses, etc			Provide opportunities to
		growing things to gain				develop children's self-esteem
	I	independence and connecting				and confidence in their own
		with the natural world.				abilities. Encourage them to
		Outdoor play biless cars road				develop a positive sense of themselves and to celebrate
		Outdoor play bikes, cars, road safety etc				their personal achievements.
		saiety etc				their personal achievements.
		Sensory baking				Enable children to take on
		, ,				challenges, risks and

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

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	Children work on their self-				Children work on their self-	and feelings, as well as the
	regulation and seek help if they want their needs met.				regulation and seek help if they want their needs met.	consequences of their actions
						Individual Liberty
						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.
						Enable children to take on
						challenges, risks and
						responsibilities, showing
						perseverance and resilience
						Allow children to develop their
						independence, offering them
						opportunities to follow their
						own ideas and interests.
						own ideas and interests.
						Mutual Respect and Tolerance
						of Different Faiths and Beliefs
						Encourage children to reflect on
						their similarities and differences
						with each other and foster an
						inclusive approach.
						Encourage children to see
						themselves as part of a wider
						community.
						They can learn about national
						commemorations and festivals,
						such as Remembrance Day,
						Harvest, Easter, etc
Lower Semi Formal	Careers week	My independence Scheme of	Social interaction/ social	Individual interventions such as	Careers week	Democracy
	Transitions nurse in all EHCPS	Work	opportunities such as playtime	Treetops/ Physio/ Speech and	Transitions nurse in all EHCPS	Children have the opportunities
	Y9 onwards	Transitions nurse in all EHCPS	and lunchtime	language	Y9 onwards	to make choices, either through
	.5 6	Y9 onwards				verbal, pointing or gestures,
		15 Oliwards	Fluidity between classes and the	PSHE curriculum		etc
			use of shared spaces such as	1 3.12 carriculant		
			ball pool and sound and light	Outdoor and indoor play		Children, where appropriate are
			ball pool and sound and light	Outdoor and indoor play		
			Educational visits such as asset	Tooth brushing and are are		encouraged to make decisions
			Educational visits such as senses	Tooth brushing programme		together, for example, when
			and local environment	(oral hygiene)		sharing toys.
				1	I	1
			Community wellbeing days			Children to understand that
			Community wellbeing days across school			Children to understand that they are part of a family, class,

Connections with walled garden	community especially when
and themed events.	they put on their uniform
Collective worship – Church	Daily opportunities to
events and star of the week	encourage children to value
assemblies	each other's views and feelings
After school clubs	The rule of law
	Encourage and support children
	with learning about right from
	wrong.
	, and the second
	Help children to understand
	their own and others' behaviour
	and feelings, as well as the
	consequences of their actions
	consequences of their detions
	Individual Liberty
	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
	1
	their personal achievements.
	Enable children to take on
	challenges, risks and
	responsibilities, showing
	perseverance and resilience
	Allow shildren to develop their
	Allow children to develop their
	independence, offering them
	opportunities to follow their
	own ideas and interests.
	Mutual Possess and Talarana
	Mutual Respect and Tolerance
	of Different Faiths and Beliefs
	Encourage children to reflect on
	their similarities and differences
	with each other and foster an
	inclusive approach.
	Encourage children to see
	themselves as part of a wider
	community.
	There are because in the state of
	They can learn about national
	commemorations and festivals,
	such as Remembrance Day,
	Harvest, Easter, etc

Semi-Formal	Careers week	My independence Scheme of	Social interaction/ social	Individual interventions such as	Careers week	Democracy
	External impartial Careers	Work	opportunities such as playtime	Treetops/ Physio/ Speech and	External impartial Careers	Children have the opportunities
	interview Y11,13,14 (Where	Transitions nurse in all EHCPS	and lunchtime	language	interview Y11,13,14 (Where	to make choices, either through
	appropriate)	Y9 onwards			appropriate)	verbal, pointing or gestures,
	Transitions nurse in all EHCPS		Fluidity between classes and the	PSHE curriculum	Transitions nurse in all EHCPS	etc
	Y9 onwards		use of shared spaces such as		Y9 onwards	
			ball pool and sound and light	Outdoor and indoor play		Children, where appropriate are
					Employability Skills	encouraged to make decisions
			Educational visits such as senses	Tooth brushing programme		together, for example, when
			and local environment	(oral hygiene)	Where appropriate discussions	sharing toys.
					with staff	
			Community wellbeing days			Children to understand that
			across school		Global Entrepreneurs week/	they are part of a family, class,
					Enterprise competitions	group, school/setting and
			Connections with walled garden			community especially when
			and themed events.		Different site tours of business,	they put on their uniform
					videos and resources	
			Collective worship – Church			Daily opportunities to
			events and star of the week		Topic linked to professions such	encourage children to value
			assemblies		as butcher, fireman, etc	each other's views and feelings
			After school clubs		Assemblies and workshops	The rule of law
					where appropriate	Encourage and support children
						with learning about right from
					Discussing and recording	wrong.
					options in the coming year –	
					what are their interests, link to	Help children to understand
					different services, employment,	their own and others' behaviour
					college etc.	and feelings, as well as the
					LA careers event	consequences of their actions
					Have careers at parents	Individual Liberty
					evenings	Provide opportunities to
					everinigs	develop children's self-esteem
					Contact with past students to	and confidence in their own
					come in and do talks	abilities. Encourage them to
					come in and do taiks	develop a positive sense of
						themselves and to celebrate
						their personal achievements.
						and personal demovements.
						Enable children to take on
						challenges, risks and
						responsibilities, showing
						perseverance and resilience
						Allow children to develop their
						independence, offering them
						opportunities to follow their
						own ideas and interests.

						Mutual Respect and Tolerance of Different Faiths and Beliefs Encourage children to reflect on their similarities and differences with each other and foster an inclusive approach. Encourage children to see themselves as part of a wider community. They can learn about national commemorations and festivals, such as Remembrance Day, Harvest, Easter, etc
Formal	Careers week Transitions nurse in all EHCPS Y9 onwards External impartial Careers interview Y11,13,14 (Where appropriate)	My independence Scheme of Work Transitions nurse in all EHCPS Y9 onwards	Social interaction/ social opportunities such as playtime and lunchtime Fluidity between classes and the use of shared spaces Educational visits such as senses and local environment Community wellbeing days across school Connections with walled garden and themed events. Collective worship – Church events and star of the week assemblies After school clubs	Individual interventions such as Treetops/ Physio/ Speech and language PSHE curriculum Outdoor and indoor play Tooth brushing programme (oral hygiene) Drug and alcohol awareness sessions External SRE provision whole group and 1-1 bespoke provision from Brooke	Careers week External impartial Careers interview Y11,13,14 (Where appropriate) Transitions nurse in all EHCPS Y9 onwards As above Experience of work – internal work experience CV – mock interviews (where appropriate) DWP support	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.

						Enable young people to take on challenges, risks and responsibilities, showing perseverance and resilience Allow young people to develop their independence, offering them opportunities to follow their own ideas and interests. Mutual Respect and Tolerance of Different Faiths and Beliefs Encourage young people to reflect on their similarities and differences with each other and foster an inclusive approach. Encourage young people to see themselves as part of a wider community. They can learn about national commemorations and festivals, such as Remembrance Day, Harvest, Easter, etc Young people voted as class advocates for star of the week and school council. Being part of all interviews for
FE	DWP workshops Careers Week Café work experience Growing in Harmony Walled Garden Interview skills workshops Floristry events at walled garden External impartial Careers interview Y11,13,14 (Where appropriate) Transitions nurse in all EHCPS Y9 onwards External travel training 6 week blocks and 1-1 Building our futures event — External employer challenge days (6 week blocks) Enterprise morning once per week Talentino scheme of work	Life skills curriculum Including ASDAN accreditation where appropriate Transitions nurse in all EHCPS Y9 onwards External travel training 6 week blocks and 1-1 Monday morning breakfast club practicing exchange of money Prior group access external Gym Talentino scheme of work	Social interaction/ social opportunities such as playtime and lunchtime Fluidity between classes and the use of shared spaces such as ball pool and sound and light Educational visits such as senses and local environment Community wellbeing days across school Connections with walled garden and themed events. Collective worship — Church events and star of the week assemblies After school clubs	Drug and alcohol awareness sessions Individual interventions such as Treetops/ Physio/ Speech and language PSHE curriculum Outdoor and indoor play Tooth brushing programme (oral hygiene) External SRE provision whole group and 1-1 bespoke provision from Brooke Health and wellbeing option what all students access includes swimming, PE and other options. Prior group access external Gym	Careers Week Café work experience Growing in Harmony Walled Garden Interview skills workshops Floristry events at walled garden External impartial Careers interview Y11,13,14 (Where appropriate) Transitions nurse in all EHCPS Y9 onwards External travel training 6 week blocks and 1-1 Building our futures event — External employer challenge days (6 week blocks) Enterprise morning once per week Group and individual work experience in areas of interest	school staff 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,

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