



Inspiring Brighter Futures

The intent of our rich Meadowside curriculum offer is to "Inspire Brighter Futures" by providing knowledge, skills & cultural capital so our pupils will succeed in life



Our Intent is for students & their families to be fully prepared for the choices of Adulthood

Meadowside SIP 21-22

Our intent is to design an enriched curriculum offer, ensuring "Preparation for Adulthood" is embedded across the curriculum, reinforcing the same for all young people:

- ✓ independent living and working,
- ✓ choice,
- ✓ hope and optimism,
- ✓ adaptability and resilience,
- ✓ access to and engagement in decent work in all its forms (personal, gift and paid work),
- ✓ opportunities to learn and make progress,
- ✓ and the pursuit of wellbeing and happiness.



Our Vision for Meadowside School is :



Inspiring Brighter Futures

Our **Vision** for Meadowside School is to:

- Enable each pupil to shine every day &
 - Inspire every pupil & their family to achieve a brighter future

By Being:

- A model of best educational practice,
- Developing cultural capital &
 - Working collaboratively within our community.

"Young People and their parents/carers have access to information through the Annual Review of their EHCP process on future opportunities and choices in education, health, employment/ volunteering, support, housing and training; and together with services they can plan their transition into their future."

We believe that "The Gatsby Benchmarks" and "Preparing for Adulthood" provide robust frameworks to measure how well our curriculum offer has been purposefully designed to support our intent to prepare our young people for the responsibilities and choices of life beyond Meadowside.

The "Gatsby Benchmarks" are acknowledged by government, as high quality indicators of good Careers Education and meaningful in "Preparation for Adulthood". In our school we all in our various roles, model and reinforce knowledge, skills and understanding in our curriculum designs and celebrate progress to each young person's EHCP as part of the young person's Transition to meet their Aspirations for life.

Our curriculum intent is to demonstrate that individuals & groups have equity of opportunity and "Know more, understand more and can do more". As teachers are taking a face to face approach to Annual Reviews with parents we need to be confident in the connectedness of the whole curriculum and its relevance to all our pupils' future. Parents and pupils may have different aspirations, different perspectives of future opportunities than their son or daughter, or that of school. We need to be able to negotiate this with a good working knowledge of how we "Inspire Brighter Futures" by **raising aspirations beyond their experience**. We must identify the opportunities that we have interleaved through our curricular that strengthen and extend both academic and social capital to do this.

To this end, we will refer to documents prepared by NDTi "Preparing for adulthood", The Careers and Enterprise Company "SEND Gatsby Benchmarks", "SEND Code of Practice" 2015 and our Meadowside School Improvement Plan 21-22, and other "Strategic Plans" which will support us to do this. We will also refer to Careers Education included with "Information, Advice and Guidance", known as: "CIAG"

Sir John Gatsby identifies what 'good' looks like and outlines a framework of eight benchmarks that secondary schools can use to improve their career guidance in preparing pupils for adulthood:

1. A stable Careers Programme	2. Learning from Career and Labour Market Information (CLMI)	3. Addressing the Needs of each pupil	4. Linking the Curriculum Learning to Careers
5. Encounters with employers and employees	6. Experiences of Work Places	7. Encounters with Further Education	8. Personal Guidance

Our expertise is to reinforce our young peoples' prior learning with more "sticky" learning and in extending their experiences, meaningfully. We know how they need to learn, their priorities within their learning, their and their families' aspirations for the future, how far school can equip them by building on "best next steps" towards those ambitions - realistically, what future opportunities there are and at what rate they can progress. The main barrier, is how we empower and grow the willingness of employers/business/College/Leisure Providers, other services and the people around them to meet their needs.

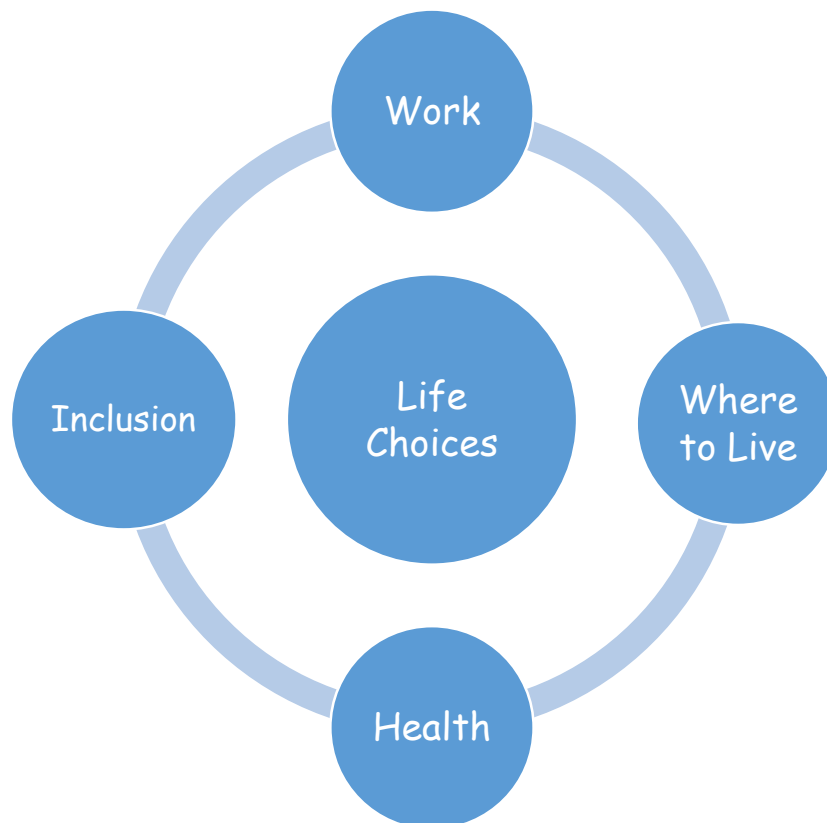
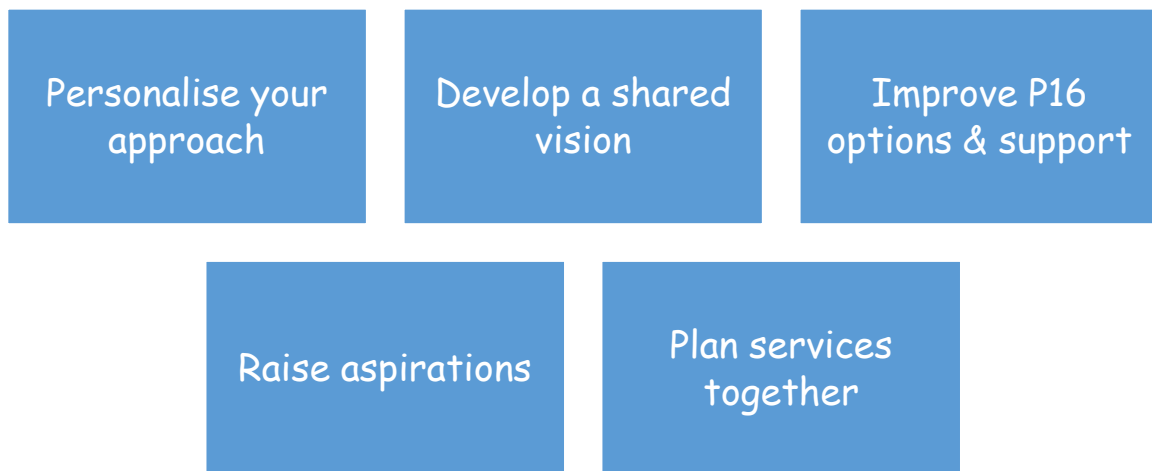
Our whole-school CIAG programme involves a connective strategy of how learning experiences, knowledge, skills and, retention and recall, can help students make better decisions about their futures.

We have evaluated our CIAG strategy, as effective, as it includes:

- The development of students' self-advocacy, negotiation, decision-making and transition skills;
- Opportunities across the curriculum to develop transferable life and social skills that support careers, employability and enterprise;
- Purposeful interactions with a range of trusted and familiar adults including school staff and visitors;
- Partnership with parents and carers;
- Recognition of the learner voice and the active involvement of young people in decisions that affect their future, both individually and collectively;
- Impartial, information, advice and guidance;
- Meadowside School SEND information report includes information about "arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood" and links to The Local Offer.
- Consultation with Parents on what they want their child to learn, "14-19 Options" and what progress they are making
- Annual Review of the Child's EHCP, noting progress to best hoped for outcomes in preparation for the responsibilities and choices of adulthood.
- Supported Transitions
- Stability of quality CIAG from Y7-Y14
- Provides students with taster opportunities: "Futures Week", work experience, mentoring, enterprise education, access to role models, alumni and inspiring speakers all help to achieve this;
- Through our "14-19 Progression Pathways": focused on their aspirations "Core", "Vocational" and "Life & Social Skills", and with bespoke individualised person-centred planning, we have achieved relevant outcomes for our young people, enabling them to secure paid employment, volunteering, supported living, healthy life styles and a real sense of community inclusion.
- Meadowside promotes consultation, recognising Pupil and Parent Voice. We work with many people to deliver the best possible result for the student including the student's family, the school's fully trained Work Related Co-ordinator, for which we are engaged in a Consortium with other Special Schools, as well as local businesses/charities/colleges we have partnered with. There is also a designated Careers Governor. Our CIAG programme has a clear structure, namely discrete Careers Education, Social Enterprise, Futures Week, Transition Planning, Life Skills and Progression Pathways as detailed above. CIAG is strongly backed by the senior leadership team. The schools Careers Lead is supported by the Head Teacher and Assistant Head. Subject Leaders and Lesson Leaders identify connectivity across our curricular to Careers. As we have just introduced Pastoral Tutors to Chair the Annual Reviews with parents to review progress to their child's EHCP, they must be confident in leading this conversation.
Our young people have access to high quality and relevant information about the jobs market available in accessible formats tailored to students' needs: Visual Symbols, Makaton, interactive

virtual technologies and audio formats. Local employment encounters and opportunities are explored, as are local training providers highlighted and FE opportunities.

In support of the SEND Reforms 2015, in 2017 a programme was devised by NDTi exploring potential outcomes for young people with SEND in support of preparing them for adulthood. They took the 4 Pathways of **Employment, Independent Living, Community Inclusion and Health** and embedded 5 **Key Messages** to frame successful person-centred planning in preparing for adulthood.



Implementation:

EHC planning and reviewing progress at Annual Review must take into consideration all 4 PfA Outcomes.

The outcomes need to be personalised and focused on the young person's aspirations, supporting an as independent life as possible.

Child development progresses at different rates. For some of our pupils developmental indicators included in early childhood may continue to be outcomes later in life. It is important that each new age/stage continues to develop and build on previous progress.

At the Annual Review Meeting it is key to support the development of meaningful and achievable ways to support and acknowledge, secure progress under each outcome.

As you are aware the 21-22 Annual Review documentation has changed to be in line with preparing for adulthood and we had already matched our 14-19 Progression Pathways to these. We now need Code of Practice areas of need mapped to PfA outcomes, personalised to meet individual needs:

Progression Pathways	Core	Vocational	Life	Social
Preparation for Adulthood	College & Further Learning	Employment/ Volunteering	Good Health & Independent/Supported Living Options	Friends, Relationships & Community Inclusion
Code of Practice areas of need mapped eg:	Cognition & Learning	Cognition & Learning Employability skills	Sensory, Physical, & medical Social Emotional Mental Health	Communication & Interaction

As we are using an aspirational approach we will differentiate to meet all levels of achievement and personalise provision and progression pathway to meet needs.

Where a life-limiting condition presents we can sensitively aim to maintain levels of achievement and plan for possible regression in a personalised way.

This person-centred plan will inform Transition Planning for future best next steps. We take the desired outcomes from the [EHCP](#) and [SCRUFFY](#) targets to inform our "[Personalised Learning Intention Maps, PLIMS](#)". We use creative, meaningful approaches to embed learning experiences in the curriculum, some outside of the classroom or in the Community and in partnership with parents, in everyday activities.

We must raise aspirations and expectations through honest dialogue and encourage thinking about what the future may look like for individual learners.

We will promote focus on learning outcomes that individuals can transfer and generalise in the real world, that are relevant to them.

We must keep the [SEN Information Report](#) and link to ["The Local Offer"](#), live and up to date, to help raise awareness and inform decision making. In Careers and Citizenship lessons we must capture a Personal Profile of "All About Me" to inform the Annual Review.

The developmental progress indicators/experiences below are applicable at all ages and stages of development of learners and are not exhaustive. Some progress indicators thread through all the PfA ["best hoped for outcomes"](#) and learners can make both lateral & vertical progress across our curriculum:

"Making Choices" and "Managing Change" are constant BHFOs through many learning experiences			
Consider:	KS3	KS4	P16-25
Work/Education/Training	<ul style="list-style-type: none"> ✓ Following Instruction - consider SI ✓ Adapting to new environments ✓ Social Communication with others ✓ Explore Work Environments & roles ✓ Numeracy ✓ Real World visits to Workplaces ✓ "What do you want to be after leaving school?" ✓ Meeting Role Models ✓ Learn about different careers & education options ✓ Access to career related role models ✓ Profile personal strengths, interests & ambitions ✓ Presentations from visitors on their career pathway ✓ Presentations from alumni on their transition experience 	<ul style="list-style-type: none"> ○ Progression Pathways & Bespoke Xtbl Option Choices - thinking about jobs, college, training, leisure, health ○ Exploring more Careers & Working Environments ○ Learn about exams/accreditations & entry requirements ○ Structured IAG ○ Planning for work: entry requirements, right progression pathway or bespoke Xtbl, choose helpful W Ex ○ W Ex, start with simulation & Tasters, build up time in the workplace, fade support ○ Qualifications or accreditation ○ Vocational Options ○ Build on personal/vocational personal profile - use it in Futures week ○ P/T jobs ○ Explore supported learning & work options ○ Transition planning to new settings ○ Enterprise Education ○ Social Enterprise ○ Raising money for charity 	<ul style="list-style-type: none"> ▪ Build on strengths & interests highlighted in personal/vocational profile ▪ Explore: apprenticeships /supported internships/ Traineeships ▪ Further education & vocational qualifications/accreditation ▪ CV Writing ▪ Applications ▪ Interviewing ▪ Access supported employment services ▪ Consolidate or finish learning ▪ Achievement of EHCP BHFOs ▪ Voluntary work ▪ Job Centre ▪ Employment ▪ Understanding benefits
Independent/Supported Living	<ul style="list-style-type: none"> ✓ Feeding & Drinking ✓ Toileting 	<ul style="list-style-type: none"> ○ Travel training 	<ul style="list-style-type: none"> ▪ Managing bills (e.g. mobile phone)

	<ul style="list-style-type: none"> ✓ Exploring cleaning/ DIY/ Kitchen management ✓ Dressing ✓ Making choices ✓ Washing / brushing teeth ✓ Time keeping & telling the time ✓ Supervised paying in shops ✓ Sleepovers & residential trips ✓ Cooking simple snacks at home & school ✓ Understanding money: eg paying for tuckshop ✓ Shopping Moving around the school independently ✓ Travel Training ✓ Transport, Road Signs & street furniture 	<ul style="list-style-type: none"> ○ Making decisions about what to spend money on ○ Making own food ○ Socialising unsupervised in town / local community ○ Independent living skills 	<ul style="list-style-type: none"> ▪ Managing potential income including Personal Independence Payments ▪ Residential & local learning options ▪ Mental capacity - decision making ▪ Understanding consent & best interest ▪ Life skills ▪ Managing your time ▪ Transition to adult care ▪ Being safe in your home ▪ Understanding different types of living arrangements - what arrangements are positive & possible for each YP ▪ Actively planning for future living arrangements with family, LA etc ▪ Arranging potential independent / supported living options ▪ Planning other living arrangements ▪ Understanding correspondence / bills ▪ Continuing to develop independent living skills as part of a study programme
Community Inclusion	<ul style="list-style-type: none"> ✓ Making friends ✓ Social interaction ✓ Educational Visits in the Community ✓ Team playing ✓ After school clubs ✓ Weekend activities ✓ Developing friendships / friendship groups ✓ Youth & after-school clubs ✓ Learning to be safe on & offline ✓ Knowing the local area ✓ Walking short distances alone ✓ Friendships ✓ Understanding bullying ✓ Managing change 	<ul style="list-style-type: none"> ○ Making decisions about how to spend free time ○ Managing social media & other technology ○ Online gaming & staying safe ○ Belonging to different groups ○ Friendships & relationships ○ Social distancing, vaccination, testing, ventilation, PPE & regular sanitising hands, & surfaces ○ Understanding the bigger picture & building resilience 	<ul style="list-style-type: none"> ▪ Developing new friendships ▪ Personal budgets/bursaries - how could they be spent P16 to further PfA aspirations ▪ Managing your time ▪ Being safe on the streets ▪ Understanding alcohol & drugs, peer on peer abuse, radicalisation, CSE, CCE ▪ Volunteering ▪ Understanding the criminal justice system ▪ Knowing where to go for help & how to use the emergency services ▪ Transition or accessing adult social care P18 ▪ Maintaining friendships outside of an education setting
Health	<ul style="list-style-type: none"> ✓ Checks at birth (hearing etc) ✓ Diet & food variety ✓ Childhood development checks 	<ul style="list-style-type: none"> ○ SRE education ○ Immunisation - tetanus/Flu, COVID ○ Managing more complex health needs 	<ul style="list-style-type: none"> ▪ Taking responsibility for dental & optical appointments ▪ Managing own health& SI ▪ Transition to adult health services

	<ul style="list-style-type: none"> ✓ Immunisations ✓ Child obesity checks ✓ Diet - making choices ✓ Dentist school/community visit ✓ Immunisations ✓ Physical exercise ✓ Managing minor health needs e.g. mild asthma ✓ Starting puberty immunisation BCG ✓ Obesity check ✓ Articulating pain / health problems ✓ Starting puberty 	<ul style="list-style-type: none"> ○ Understanding what the GP can help you with ○ Annual health check with GP if registered ○ Learning Disability ○ Mental health & wellbeing ○ Drug & alcohol education, peer on peer abuse, radicalisation, CSE, CCE, social media ○ Switching screens off & getting a good night's sleep 	<ul style="list-style-type: none"> ▪ Knowing when you need to see the GP ▪ Staying physically active & healthy ▪ Understanding relationships, including sexual relationships - choices, safety & good health
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Impact

The benefits of PfA being embedded and connected across the curriculum provides a continuum of support which promotes trauma and neuroscience informed practices. All learners receive supports that are for everyone, some pupils will need additional support with specifically designed strategies and a few students need intensive consistent and robust support to help them to engage. This provision and practice will lead to: Improved Focused Behaviour for Learning:

- enhanced school climate of positivity
- increased student engagement in learning with improved learning outcomes
- lower rates of low level and challenging or inappropriate behaviours
- increased attendance rates
- greater connection with key stakeholders (students, staff and community).

This will be demonstrated in, improved:

- Sensory Regulation of behaviour
- Focus on learning: Pupils "Know more, remember more, can do more"
- Acceptance of responsibility for acting on emotions
- Emotional Literacy
- Longitudinal Destination information < 25 demonstrates PfA: contributes to EET
- Living Supported
- Healthy lifestyle choices
- Safe relationships
- On line safety
- Informed Decision Making
- Raised Aspiration

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