



Elms Bank
School & College

Excellence for All

Careers Strategy Policy



Part of the

Oak



Learning Partnership

Elms Bank Document:

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Careers strategy at Elms Bank

The aim of Careers Education, Information, Advice and Guidance (CEIAG) delivery at Elms Bank is focused on 'Preparing for Adulthood' and enabling our students to develop the capacity to enjoy life and succeed. Ultimately, young people want to have full lives with choices about their future and control of their support. Where appropriate we want our young people to achieve paid employment, independent living and housing options, good health, friendships, relationships and community inclusion as they move into adulthood.

At Elms Bank, our Careers Programme aims to:-

- Assist our pupils to become independent
- Ensure that our pupils can access their community and feel confident
- Support our young people to make choices about college courses
- Support pupils towards pathways of support and opportunity for; work experience, volunteering, supported internship and traineeships
- Offer good advice and guidance about next steps
- Consider the subjects our pupils have the opportunity to study to prepare them for the future.

Careers Lead Lauren Hodgson

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The Gatsby Benchmark

1. stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.
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2. Learning from career and labour market information	Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes
6. Experiences of workplaces	Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

Aims

We aim to guide students to access an appropriate curriculum that allows them to consider their choices and make decisions for their future.

Students are prepared for adulthood through an enriched and stimulating curriculum to give them every opportunity to reach their full potential. Students follow a pathway and/or a bespoke timetable to gain the skills and attitudes required to enable them to become as independent as they can be. We aim to inspire and motivate them for the world of work, ensuring high achievable aspirations

Objectives

The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- To ensure that students whom it is deemed appropriate for at the school and college receive a stable careers programme
- To enable all students whom it is deemed appropriate for to learn from information provided by the career and labour market
- The CEIAG programme should be individual and address the needs of each student
- To link the curriculum learning to careers learning
- To provide students whom it is deemed appropriate for with a series of encounters with employers and employees
- To provide students whom it is deemed appropriate for with experiences of workplace(s)
- To ensure that students whom it is deemed appropriate for have a series of encounters with further and higher education
- To provide each student whom it is deemed appropriate for with the opportunity to receive personal guidance

School Responsibilities

The school has a series of statutory duties:

- All registered pupils at the school whom it is deemed appropriate for must receive independent careers advice in Years 7 to 14
- This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- This advice must cover a range of education or training options
- This guidance must be in the best interests of the pupil
- There must be an opportunity for education and training providers to access pupils in Year 7 -Year 14 in order to inform them about approved technical qualifications or apprenticeships.
- The school must have a clear policy setting out the manner in which providers will be given access to pupils.
- The school will base its careers provision around the Gatsby Benchmarks. A summary of school progress is published on the school and college website.
- Elms Bank believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

- The school and college will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (e.g. School Improvement Partner or Ofsted)

Local Governing Body Responsibilities

- The LGB will ensure that the School and college has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:
 - Based on the eight Gatsby Benchmarks
 - Meeting the school's legal requirements
- The LGB will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 14.
- There will be a member of the LGB who takes a strategic interest in CEIAG and encourages employer engagement

Provider Access

Introduction - This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

- All pupils in years 7-14 are entitled:
 - to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
 - to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
 - to understand how to make applications for the full range of academic and technical courses.
- Appendix shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities
- The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

Monitoring Evaluation and Review

The Headteacher will ensure that:

- The work of the Careers Advisor and CEIAG events are supported and monitored
- A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team
- The effectiveness of this policy will be measured in a variety of ways
- Feedback from stakeholders
- Feedback from external visitors to the school such as the Compass plus with careers and enterprise advisor
- The number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.
- This policy is reviewed annually.

MPLOY

The school and college accesses a designated MPLOY provision. The representative visits site at 15 days per year. Students can have access to discuss their future placements and college applications. They also share careers action s plan for the EHC meeting and attend meetings when required. Where possible MPLOY will liaise with parents/students who are leaving Elms Bank at different times.

Application for Provider Access

Introduction

This document sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 7-14 are entitled

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;

- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact Laura Hodgson

Telephone: 01616740249

Email: hodgson.l@elmsbank.oaklp.co.uk

Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the Careers overview which can be seen on the school website.

Please speak to our Careers Champions to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. Elms Bank school and college offer encounters that are face to face or virtual. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Champions so that they can be displayed in the Careers Section of the school library.

If any provider wishes to raise a complaint on access to Elms Bank school and college they will be able to do so using the complaints policy which can be located on the website under the section policies.

If Elms Bank school and college refuse the request for access it will reply to the provider stating the reasons why and direct the provider to the complaints policy if an alternative arrangement cannot be agreed.

Alternatively you can raise any complaints with regards to provider access directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

Destination of pupils

On completing year 11 at Elms Bank school the majority of students will remain at Elms Bank college until year 14. Students at Elms Bank college will progress

into employment or training from the supported internship or further study at another college.

Elms Bank School Leavers	
24-25	Percentage of cohort
Elms Bank College	83%
Bury College	16%
Other Colleges	1%
23-24	
Elms Bank College	88%
Bury College	10%
Other College	1.2%
22-23	
Elms Bank College	65.23%
Bury College	26.08%
Other College	8.69%
21-22	
Elms Bank College	73%
Bury College	13.50%
Other College	13.50%
20-21	
	Number of Pupils
Elms Bank College	23
Bury College	1
Salford College	1
Sports College	1

Elms Bank College Leavers	
24-25	Percentage of cohort
Bury College	44%
Employment	17%
Volunteering	11%
Other college	28%
Cease plan /social care	
23-24	
Bury College	56%
Employment	14%
Volunteering	14%
Other college	4%
Cease plan /social care	12%
22-23	
Bury College	50%
Employment	15.38%
Volunteering	23.07%
Other college	3.84%
Ceased plan social care	7.69%
21-22	
Bury College	55%
Employment	11%
Bury EST & volunteering	7%
Traineeship	4%
Other college	16%
Ceased plan	7%
20-21	Number of Pupils
Bury College	12
Employment	1
Bridge College	1
Traineeship	5

CEIAG Encounters

Pupils at Elms Bank School and college receive the following CEIAG education and advice as a minimum at Elms Bank. Pupils will also study CEIAG throughout the curriculum please see appendices.

Phase	Independent careers advice	Form time careers discussion Inspire, Nurture and Explore	Xello Inspire, Nurture and Explore	Moving on event All pathways	World of work and work experience All pathways	Employer encounter To include a talk or community visit All pathways	Encounter with college
Year 7	Form time group session	√			√	√	√
Year 8 & 9	Form time group session	√		√ year 9 onwards	√	√	√
Years 10 & 11	Individual interview	√		√	√	√	√
Year 12& 13	Individual interview	√	√	√		√ x2	√
Year 14	Individual interview	√	√	√		√ x2	√

Appendices

Access to additional CEIAG delivery:

Backing Young Bury: The school accesses the 'Backing Young Bury' offer, currently provided by Bury Council. Details of their offer can be accessed at: <https://www.bury.gov.uk/backingyoungbury>

Moving On Event: Elms Bank School and college annually holds an event, which allows our pupils and their parents to meet providers of Post 16 and 19 opportunities and support. Providers are also invited from the wider community, health and social well-being, to enable parents of Key Stage 4 and 5 to gather information for their son/daughter pathway, alongside extra-curricular provisions they may wish to take part in.

The employment and college providers are:

16-19 High Needs Commissioning Officer
Elms Bank College
Fairfield Hospital Supported Internship Programme
Elms Bank College
Elms Bank Supported Internships
Bury Employment Support and Training
Bury College (Foundations/New Horizons)
Bury Adult Learning Services
Bolton College
Birtenshaw College
Bridge College
Hopwood Hall
Manchester College
Seashells Trust

Independent Living/Community Liason providers are:

Social Care
Persona (Shared Lives)
Bury Carers
Kaleidoscope
SEN Transport
Pure Innovations

Health Providers are:

School Nurse

Adult Learning Disability Team Nurse

SaLT

Information Advice and Guidance providers are:

Bury SENDiass

Department for Communities and Wellbeing

Bury Parent Forum

Digital Advantage

Science:

Pathway Inspire	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
7	<p>Biology – Cells</p> <p>Functional –</p> <p>Aware that cells are the building and gives an awareness of the importance of healthy lifestyle.</p> <p>Practical activities</p> <ul style="list-style-type: none"> • Following a method • Safety rules. • Independent skills. <p>CEIAG Activity –</p> <p>Do now – Video clip of 'career' linked to the science topic.</p>	<p>Chemistry – Acids and alkalis.</p> <p>CEIAG Activity –</p> <p>Health and safety guidelines and COSHH</p> <p>Do now – Video clip of 'career' linked to the science topic.</p>	<p>Chemistry – Acids and alkalis.</p> <p>Functional –</p> <p>Chemicals all around us. Safe use of chemicals and hazard warning symbols in everyday life.</p> <ul style="list-style-type: none"> • Measuring • Following a method • Safety rules. • Independent skills. 	<p>Physics- Electrical circuits and magnetism</p> <p>CEIAG Activity –</p> <p>myworldofwork.co.uk careers linked to the topic of electrical circuits.</p> <p>Pupils will learn about the world of work and understand the specific strengths and skills needed to take advantage of potential opportunities.</p>	<p>Physics- Forces</p> <p>Functional</p> <p>Frictional forces link – tyres and footwear.</p> <p>Practical activities</p> <ul style="list-style-type: none"> • Reading scales • Measuring time • Calculating values <p>CEIAG Activity –</p> <p>Do now – Video clip of 'career' linked to the science topic.</p>	<p>Play / Wellbeing Curriculum</p>

8	<p>Physics – Space CEIAG Activity –</p> <p>Do now – Video clip of ‘career’ linked to the science topic.</p> <p>Possible - Trip to Jodrell bank.</p> <p>Exploring the role of Jodrell bank in the Cold war and Space race.</p>	<p>Chemistry – Elements and compounds Functional –</p> <p>Practical activities</p> <ul style="list-style-type: none"> • Measuring • Following a method • Safety rules. • Independent skills. 	<p>Chemistry – Elements and compounds CEIAG Activity –</p> <p>Do now – Video clip of ‘career’ linked to the science topic.</p>	<p>Biology -Structure and function. CEIAG Activity –</p> <p>myworldofwork.co.uk careers linked to the topic of reactions of metals.</p> <p>Pupils will learn about the world of work and understand the specific strengths and skills needed to take advantage of potential opportunities.</p>	<p>Biology -Structure and function / Ecosystems. Functional – local environment exploration.</p> <p>Practical activities</p> <ul style="list-style-type: none"> • Measuring • Following a method • Safety rules. • Independent skills. 	Play / Wellbeing Curriculum
9	<p>Physics – Sound and light. CEIAG Activity</p> <p>Health and safety at work – Sound and hearing protection.</p> <p>CEIAG Activity –</p> <p>Do now – Video clip of ‘career’ linked to the science topic.</p>	<p>Chemistry – Metals and acids CEIAG Activity – myworldofwork.co.uk careers linked to the topic of reactions of metals.</p> <p>Pupils will learn about the world of work and understand the specific strengths and skills needed to take advantage of potential opportunities.</p>	<p>Biology – health and disease. Functional</p> <ul style="list-style-type: none"> • Healthy diet • Mental health • Disease prevention • STD • Drugs <p>CEIAG Activity –</p> <p>Do now – Video clip of ‘career’ linked to the science topic.</p>	<p>Biology – health and disease. CEIAG Activity</p> <p>Visit the college gym.</p> <p>Explore a day in the life of a gym instructor.</p>	<p>Chemistry – Separation techniques. CEIAG Activity</p> <p>Chromatography use in crime-solving.</p> <p>Reference to forensic science.</p> <p>CEIAG Activity –</p> <p>Do now – Video clip of ‘career’ linked to the science topic.</p>	Play / Wellbeing Curriculum

10	<p>Biology – Exploring biology</p> <p>Functional</p> <p>To become aware of the importance of vaccination and how it leads to immunity.</p> <ul style="list-style-type: none"> • Measuring • Following a method • Safety rules. • Independent skills. • Data collection 	<p>Biology – Exploring biology</p> <p>CEIAG Activity –</p> <p>myworldofwork.co.uk careers linked to the topic of Inheritance and DNA</p> <p>Pupils will learn about the world of work and understand the specific strengths and skills needed to take advantage of potential opportunities.</p>	<p>Biology – Exploring biology</p> <p>Practical activities</p> <ul style="list-style-type: none"> • Measuring • Following a method • Safety rules. • Independent skills. • Data collection 	<p>Chemistry – Exploring chemistry</p> <p>CEIAG Activity</p> <p>Do now – Video clip of ‘career’ linked to the science topic.</p> <p>Possible - Visit to Manchester university – Rutherford building</p> <p>Walking tour of Rutherford building</p>	<p>Chemistry – Exploring chemistry</p> <p>CEIAG Activity</p> <p>myworldofwork.co.uk careers linked to the topic of environmental science.</p> <p>Pupils will learn about the world of work and understand the specific strengths and skills needed to take advantage of potential opportunities.</p>	Play / Wellbeing Curriculum
11	<p>Physics – Exploring physics</p> <p>Functional</p> <p>Calculating the cost of electricity and looking at energy bills.</p>	<p>Physics - Exploring physics</p> <p>Functional</p> <p>Stopping distances.</p> <p>Reference to independence goals.</p>	<p>Physics - Exploring physics</p> <p>CEIAG Activity</p> <p>myworldofwork.co.uk careers linked to the topic of radiation.</p> <p>Pupils will learn about the world of work and understand the specific strengths and skills needed to take advantage of potential opportunities.</p>	<p>Chemistry – Environmental</p> <p>CEIAG Activity</p> <p>Do now – Video clip of ‘career’ linked to the science topic.</p>	<p>Chemistry – Environmental Chemistry</p> <p>CEIAG Activity</p> <p>myworldofwork.co.uk careers linked to the topic of environmental science. Pupil’s will learn about the world of work and understand the specific strengths and skills needed to take advantage of</p>	Play / Wellbeing Curriculum



					potential opportunities.	
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PE:

Curriculum Area	Autumn Term	Spring Term	Summer Term
<u>Community – KS3</u>	<u>Local Sporting Clubs</u> <ul style="list-style-type: none"> • Experience accessing local sporting locations, i.e. Bury Track. • Visit the park to look at and use equipment. • Develop independence and patience. • Show an understanding of rules and routines. • Develop confidence when travelling to new environments. • Use communication methods to indicate preferences. 	<u>Green Spaces</u> <ul style="list-style-type: none"> • Experience accessing areas of relaxation, fun and entertainment. • Visit a park or moor area. • Develop independence and patience. • Show an understanding of rules and routines. • Develop confidence when travelling to new environments. • Use communication methods to indicate preferences. 	<u>Places of Worship</u> <ul style="list-style-type: none"> • Identify various religions and their places of worship. • Explore artifacts with focus and intent. • Experience/learn about religious ceremonies • Gain confidence within an unfamiliar environment. • To use communication methods to indicate preferences.
<u>Community KS4</u>	Autumn Term	Spring Term	Summer Term

	<u>Community Activities</u>	<u>Shopping</u>	<u>Local Landmarks</u>
	<ul style="list-style-type: none"> • Experience accessing the local community including: parks and places of worship. • Learn how to act appropriately when out in the community • Showing acceptance and interest in different events, cultures and people. • Developing communication confidence with different groups of people. • Being open to new experiences and environments. • To use communication methods to indicate preferences. 	<ul style="list-style-type: none"> • Locate items from a shopping list within a shop • Use money and make a choice to buy an item from a shopping list or menu • Experience the exchange of money and understand how to keep money safe • Gain confidence within an unfamiliar environment. • To use communication methods to indicate preferences. 	<ul style="list-style-type: none"> • Experience accessing areas of natural beauty or historical value. • Visit the museum or <u>enotaph</u>. • Develop independence and patience. • Show an understanding of rules and routines. • Develop confidence when travelling to new environments. • To use communication methods to indicate preferences.

	Autumn HRF & NET Wall Games	Spring Invasion Games & Gymnastics	Summer Athletics & Striking and Fielding
KS3	<ul style="list-style-type: none"> Local intra-school's competition opportunity. Visit Elms Bank Hub Gym. 	<ul style="list-style-type: none"> Local intra-school's competition opportunity. 	<ul style="list-style-type: none"> Local intra-school's competition opportunity.
KS4 BTEC/NCFE & Sports Leaders L1	<ul style="list-style-type: none"> Local intra-school's competition opportunity. Community engagement/facility use. 	<ul style="list-style-type: none"> Local intra-school's competition opportunity. Jobs in local community linked to sport. Community engagement/facility use. 	<ul style="list-style-type: none"> Local intra-school's competition opportunity Research job opportunities linked to sports leadership. Community engagement/facility use.
College	<ul style="list-style-type: none"> Anatomy & Physiology of the body. 	<ul style="list-style-type: none"> Healthy Exercise & Nutrition. 	<ul style="list-style-type: none"> Participation in Sport & Planning and Running a Sports Event.
KS5 NCFE & Sports Leaders L2	<ul style="list-style-type: none"> Opportunity to attend Man City—One Community sessions. Opportunity to access Heaton Park. 	<ul style="list-style-type: none"> Opportunity to attend Man City—One Community sessions. Attend local supermarket to complete a healthy food shop. Research job opportunities linked to sports leadership. 	<ul style="list-style-type: none"> Opportunity to attend Man City—One Community sessions. Research job opportunities linked to sports leadership. Attend local sports shop to collect/buy equipment.

Technology:

Inspire Pathway	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
7						
8				CEAIG Opportunity – Science and Industry Museum visit. Gain an understanding of different roles fulfilled in relation to Technology in History.		
9						
10			CEAIG Opportunity – Visit B&Q to look at options when purchasing materials and equipment (e.g. joiner, electrician, builder)			
11		CEAIG Opportunity – Construction virtual tour, understanding of roles on a building site. Morgan Sindall Construction virtual				



		tour generated by Panotour and Livepano (icanbea.org.uk)				
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Discover:

Curriculum Area	Autumn Term	Spring Term	Summer Term
<p><u>Community – KS3</u></p> <p>Year 1 Year 2 Year 3</p>	<p>1. Cafes- New Environments</p> <p>2. Cafes- Communication</p> <p>3. Cafes- Money</p> <ul style="list-style-type: none"> • Experience accessing the various areas of school where they can have a snack or drink, <u>including:</u> dinner hall, classroom and gallery. • Learn how to act appropriately when in in café or place. • Use money and make a choice to buy an item from a menu. • Experience the exchange of money and understand how to keep money safe. • Gain confidence with socializing with others outside of peer group. • Use communication methods to indicate preferences. • Meet individual Scerts, EHCP and 	<p>1. Shops- New Environments</p> <p>2. Shops- Communication</p> <p>3. Shops- Money</p> <ul style="list-style-type: none"> • Experience accessing the various areas of shops, <u>including:</u> supermarkets, high street shops, corner shops etc. • Show acceptance and interest in different events, <u>cultures</u> and people. • Locate items from a shopping list. • Use money and make a choice to buy an item from a shopping list. • Experience the exchange of money and understand how to keep money safe. • Gain confidence within an unfamiliar environment. • Use communication methods to indicate preferences. 	<p>1. Parks- New Environment</p> <p>2. Parks- Communication</p> <p>3. Parks- Walking</p> <ul style="list-style-type: none"> • Experience accessing the various areas of parks, <u>including:</u> Close park, Heaton park, Discover garden equipment, SI room equipment etc. • Locate equipment on a park and how to use. • Use equipment correctly and safety with growing independence. • Gain confidence within a familiar and unfamiliar environment. • Be open to new experiences and environments. • Use communication methods to indicate preferences. • Meet individual Scerts, EHCP and

	communication targets to show progression.	<ul style="list-style-type: none"> Meet individual <u>Scerts</u>, EHCP and communication targets to show progression. 	communication targets to show progression.
Community KS4	Autumn Term	Spring Term	Summer Term
Year 1 Year 2	<ol style="list-style-type: none"> <u>Cafes- Making Choices</u> <u>College- Making Choice</u> <ul style="list-style-type: none"> Experience accessing the local community/cafes and College including via various modes of transport: bus, walking, tram. Put into practice previously gained knowledge in relation to how to act appropriately when out in the community. Show acceptance and patience when waiting. Developing communication confidence with different groups of people. 	<ol style="list-style-type: none"> <u>Shops- Making Decisions</u> <u>Shops- Making Choices</u> <ul style="list-style-type: none"> Understand where shops and places are in the local and outside communities. Make decisions and choices about what shops to visit. Make decisions and choices for the future. Learning how to access the wider community. Communicate through real life experiences of visiting the wider community. Share plans, <u> routines</u> and structures. Use communication methods to indicate preferences. Meet individual <u>Scerts</u>, EHCP and 	<ol style="list-style-type: none"> <u>Parks & Recreation- Environment Project</u> <u>College- Independence</u> <ul style="list-style-type: none"> Experience accessing areas of relaxation, fun and entertainment. Visit the library, <u>cinema</u> or shopping complex. Develop independence and patience. Show an understanding of rules and routines. Develop confidence when travelling to new environments. Use communication methods to indicate preferences. Meet individual <u>Scerts</u>, EHCP and communication targets to show progression

	<ul style="list-style-type: none">• Being open to new experiences and environments.• Use communication methods to indicate preferences.• Meet individual <u>Scerts</u>, EHCP and communication targets to show progression.	communication targets to show progression.	
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