

Prep4adulthood at Ravenscliffe High School

Purpose of this Document	This policy reflects the school values and philosophy in relation to the teaching and learning of Preparation for Adulthood. The policy draws together National Curriculum guidelines and statutory requirements for all students at Ravenscliffe. As well as promoting the Spiritual, Moral, Social and Cultural (SMSC) development which includes British Values. The policy seeks to address the individual learning needs of our young people and sets out a framework within which teaching staff can operate and provides guidance on planning, teaching and assessment. This policy should be read in conjunction with the scheme(s) of work for Careers, Work Related Learning, Transition and Preparation for Adulthood subjects. Including subject overviews for the enrichment subjects such as Horticulture, Enterprise, Life Skills, Animal Care and Catering This document is intended for all staff and other stakeholders with classroom responsibilities, school governors, parents, the Local Authority and Ofsted. A copy of this policy is made available for all staff within the curriculum policy file on the staff server. A copy of this policy is also available for parents to view via the school website. It outlines the following: • The Intent – The purpose of the Prep4adulthood Curriculum at Ravenscliffe. • The Implementation – How we meet this purpose through the delivery of a broad, balanced and robust Prep4adulthood Curriculum • The Impact – Our intended outcomes in Prep4adulthood and how we assess, evaluate and monitor these over time. This document also contains key information about Leadership, Cross Curricular Opportunities and links to other relevant documentation
Intent	Intent Statement At Ravenscliffe High School Preparation for Adulthood promotes SMSC development, enabling learners to become more self-confident, responsible and independent, within their own parameters. It also helps to give learners the knowledge, skills and understanding they need to lead healthy lives and to become informed, active and responsible citizens. They will endeavour to gain life and employability experience for the future. Learners are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing to the best of their ability, during school life and as a part of the local community. Preparation for Adulthood is about connecting learning to the future, experiencing the world of work and gaining skills in a real life-working environment. Inclusion is not only operational but central to the P4Adulthood curriculum vision. The curriculum is underpinned by a strong commitment to equality of opportunity, fostering a culture where diversity is respected and all learners feel safe, valued and able to participate fully in school life. Leaders have high expectations for all pupils, including those with complex needs, and ensure that inclusion informs curriculum design, pastoral support and preparation for adulthood outcomes. This dual placement ensures inclusion is both a guiding principle and a clearly evidenced practice.

	The curriculum is structured around six key areas: Work-Related Learning, Animal Care, Catering, Life Skills, Enterprise and Horticulture. These areas are interwoven to provide relevant, engaging and practical learning opportunities that reflect real-life contexts. This is achieved through a variety of outcomes including: - Be strong communicators - Achieve their potential - Be interdependent/independent - Be well rounded individuals - Be prepared for the future The subject aims for Preparation for Adulthood are to ensure that all pupils: Preparation for Adulthood - Promote independent living skills - Experience responsibility and independence/interdependence - Have opportunities to be a part of the local community in school and out - Good health and wellbeing - Are supported to have friends, relationships and be included Careers & Work-Related Learning following the Eight Gatsby Benchmarks 1. A stable careers programme 2. Learning from the careers and labour market information 3. Addressing the needs of each student 4. Linking curriculum learning to careers 5. Encounters with employers and employees 6. Experience of a workplace 7. Encounters with further and higher education 8. Personal guidance Transition To raise aspirations and support students to prepare for: - Higher education and employment opportunities - Personal transition plan to another provider - Preparation for change and the future - Personal choice, voice and supported control - Ask for advice about their future and career possibilities - Be at the centre of the decision-making process about their future - Raise aspirations
Implementation	Implementation Statement Preparation for Adulthood is allocated the appropriate amount of time, to provide all learners with a broad and balanced curriculum, which is appropriate for their needs. For all learners the breadth and balance of the curriculum is addressed through personalised timetables. Students have the opportunity to take part in a variety of lessons which fall under the umbrella of Preparation for Adulthood, including; Animal Care, Horticulture, Catering, Enterprise, Life-skills, and Work-Related Learning. This lends itself to a multitude of key skills that are taught throughout KS5. This subject affords opportunities to link to other curriculum areas such as:

- Literacy (e.g. reading and writing - CV, job descriptions, rules, responsibilities, job requirements, timetables, EHC documentation, future planning documents, provider information, forms/leaflets and applications.)
- Communication (e.g. understanding that people communicate in different ways. Students will communicate using sign language, computer operated devices, recording work in different formats, switches, AAC, iPads and audio equipment.)
- Numeracy (e.g. time, counting, sharing, sequencing and ordering reading timetables.)
- PSHE (e.g. following rules and regulations, respect and understanding of others. Participating as a member of the community. Working as part of a team. Students are encouraged to make their own choices. Have their own opinion, accept that other people have opinions and they may be different, and accept they may not be the same.)
- Vocational Education (e.g. going out and experiencing the world of work, developing job skills within the Preparation for Adulthood curriculum and an understanding of the world of work.)

Meeting the needs of all learners within the Preparation for Adulthood Curriculum:

Inclusion:

The P4adulthood curriculum is ambitious and designed to be accessible to all learners, including those with SEND, ensuring that pupils are not disadvantaged by barriers to learning. Teachers adapt learning through carefully planned differentiation, personalised pathways and reasonable adjustments so that all pupils, regardless of starting point, can access a broad and balanced curriculum and achieve well. The consistent use of EHCP outcomes, adaptive teaching strategies, and scaffolding approaches promote independence over time.

Our learners at Ravenscliffe High School have moderate, severe and / or profound and multiple learning difficulties including other associated difficulties such as autism, multi-sensory, visual and hearing impairment(s).

The wide range of needs of our learners holds no barrier to accessing the learning opportunities within the Preparation for Adulthood curriculum.

For pupils who have sensory impairments and/or physical disabilities and for those who experience developmental delay, Preparation for Adulthood is based upon a multisensory approach, which starts from direct experience and progresses to structured activities and experiences using concrete materials.

To enable the staff at Ravenscliffe High School to fully address the range of needs of the pupils and to enable us to show progression within the activities for the appropriate key stage; the programmes of study as outlined in the schemes of work for Preparation for Adulthood have been differentiated into 3 broad descriptions of learners:

Formal learners are students who are able to communicate with fluency and who are able to make reasoned choices, work and act cooperatively in a small group and with varying support, work independently.

Semi Formal learners are students who communicate in a simpler, supported way e.g. using PEC's, AAC, signing and who need a moderate amount of support to access learning.

Emergent learners are students whose learning is supported through structured patterns of communication and social activity to enable them to develop positive social behaviour. Using this personal approach, teachers can devise activities in all areas of Preparation for Adulthood, which are planned specifically at the appropriate level of need and ability for

all learners and also allows learning outcomes, recording and assessment to be directly linked to learning objectives.

In KS4 Work Related learning is taught as a single lesson once a week for one term. Students will also experience lessons such as Life-skills, Animal Care and Community on a termly basis.

In KS5 Work related learning is taught as a double lesson on a weekly basis and these lessons work in conjunction with their internal/external work experience placements. Other Prep for Adulthood lessons such as Horticulture, Animal Care, Catering and Personal presentation are usually a double lesson.

Formal and some semi-formal students have access to and utilise the Work-related learning placement scheme in addition to having their Work-Related Learning lessons once a week.

The Work-related learning placement scheme enables some students to go out on external placements and specifically experience working within the community. External placements are currently at; Tesco, Morrisons, Asda, The Play Mill café and The Shay.

We also have 10 internal Work-related learning placements where students work and take part in practical job experiences within the school setting. These consist of; Cafe@the track, Horticulture@the track, Tech@the track, Catering@the track, Beauty@the track, Site-team@the track, Enterprise@the track, Coffee@the track, Construction@the track and Animal Care@the track.

The Ravenscliffe Work related learning curriculum enables all students to sample work related opportunities and promotes the process of creating a sustainable career. The curriculum lends itself to promoting an abundance of skills and knowledge for our students.

Skills – Working as a team, group discussion making, answering questions, follow more complex instructions, problem solving, work with more independence, express themselves, develop awareness that communication goes beyond words, work with others appropriately in a variety of situations, confidently speak in a group, decision making, identify personal strengths and achievements, make informed choices, practice, develop and generalise work skills.

Knowledge – to provide clear, comprehensive and accessible information about employment and work-related opportunities that are available in their future. Build confidence, follow rules, improve safety knowledge, follow instructions, communicate effectively, time management, problem solving skills, rights and responsibilities, health and safety and teamwork.

Curriculum Area Implementation

Students are taught about work and careers specifically in work related learning but the subject is taught discreetly throughout all areas of the Prep for Adulthood Curriculum. Students are supported to discuss their future and what they might choose to do later in life.

The curriculum also provides opportunities for students to experience:

	Work-Related Learning • Structured work experience placements and in-school roles • Explicit teaching of employability skills (teamwork, communication, reliability) • Employer visits and workshops • Integration with EHCP outcomes and transition planning	
	Animal Care • Practical animal handling and care routines • Exploration of animal-related careers • Links to science, wellbeing and responsibility • Opportunities for external visits and work-based experiences	
	Catering • Teaching of food preparation, hygiene and nutrition • Real-life experiences such as running a school café and having hands on experience through making school meals • Application of maths and literacy in real contexts	
	Life Skills • Daily living skills including travel training, budgeting and personal care • Communication and social interaction development • Strong links to independence and employability	
	Enterprise • Pupils participate in running small businesses and enterprise initiatives • Development of customer service skills • Opportunities to sell products (food, plants, services) • Involvement in enterprise activities such as our school Christmas fair	
	Horticulture • Practical outdoor learning focused on plant care and sustainability • Links to environmental awareness • Use of produce within catering and enterprise activities • Opportunities for external work experience-links with Copley Primary school and Covea	

	Key Strands					
	Reading		Writing	Speaking		Listening
	Links to (list in each column)					
	Reading	Maths	SMSC	Character Education	British values	Communication
	Signs, symbols, health & safety, job descriptions, rules, responsibilities, job requirements, time, timetables	Time, money, counting, sharing, sequencing and ordering.	Discussing the role of an employer and employee. Role models, mutual respect, what it means to be a member of a community, understanding of the individual voice and choice.	Confidence, working as a team member, successes or failure, resilience, empathy, social confidence, understanding of rules and laws. High expectations on placements and at work.	Following rules and regulations, respect and understanding of others. Participating as a member of the community. Students are encouraged to make their own choices. Accept that other people opinions may be different.	Understanding that people communicate in different ways. Students will communicate using sign language, computer operated devices, recording work in different formats, switches, AAC, iPad's and audio equipment.
Impact	Impact statement At Ravenscliffe High School we have a good knowledge of the strengths and areas for development of individual learners. From this, accurate judgements can be discerned to ensure targets are sufficiently challenging to meet staff's high expectations through: - Continuous teacher assessment through Evidence for learning - termly - External assessment leading to nationally recognised accreditation through Laser Awards - The monitoring and evaluation of EHCP outcomes using the RPS grading system In addition, summative information can be found through: - End of key stage record of achievements & PDC - Annual review of a learner education, health & care plan - Annual end of year report Additional supporting comments can be gathered through: - Regular parents' evenings - Parent and pastoral communication - Input from other professionals These contribute to supporting the staff team to fully monitor, evaluate and record pupil's progress. Assessment: There are five preparations for adulthood strands within a student's KS4/5 EHCP document. Each strand has a target with next steps for students to achieve within the P4AH theme. Teachers assess the proficiency, independence, maintenance and generalisation of the students' ability in that targeted area using a 1-10 system. Evidence for learning ensures photographic and video evidence is also added as supporting evidence of a student's achievement and progression. Accreditation: KS5 Years 12-14 accreditation pathway take part in accreditation throughout the year from the Laser Award Scheme. Students accessing awards from Entry Level 1 or Entry Level 2 and Semi- Formal learners accessing Pre-Entry or Entry Level 1. Accumulating towards achieving an Award, Certificate or Diploma.					

	Gatsby Benchmarks: We set high expectations for our students aiming to meet all eight benchmarks of good careers guidance; 1. A stable careers programme 2. Learning from career and labour market information 3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees 6. Experiences of workplaces 7. Encounters with further and higher education 8. Personal guidance During Work related learning students complete Vocational profiling and Employability passports which documents their work experience placements and job coach references. EHCP meetings will take place every year. The EHCP becomes specific for a student's plans and goals. Personal profiles are update by pastoral staff yearly and are then passed onto Post 19 providers. Calderdale and Kirklees Careers service carry out an annual needs assessment for KS5 students when they get to Year 14 to prepare students for the next step of their lives after Ravenscliffe. Ravenscliffe has a great relationship with Calderdale College and C & K Careers. P4A works closely with the transition officer sharing success stories of past students from Ravenscliffe. Keeping in contact to see how the students are progressing. Our lead Job coach supports students with their post-19 employment and endeavours to support students after they leave Ravenscliffe. Quality Teaching: To maintain a high quality of teaching and consistency across the different areas of P4AH we use different methods to ensure this; Lesson observations, P4AH meetings, CPD opportunities, learning walks, job coach support, work/ employment support and scrutiny.
Leadership and Review	<u>The Prep4adulthood team:</u> Jo Murray is currently leading the subject covering for Amy Jackson (maternity cover). There is a bank of skilled teachers delivering the subjects that fall under the umbrella of Prep4adulthood. We have a job coach manager Emma Boyton-Hunt and Tracey Kyte as a job coach Regular team meetings alongside more informal 'chats' ensure that all Prep4adulthood teachers are supported and kept abreast of key developments within the subject. All teachers at Ravenscliffe are supported through regular lesson observations by SLT and by their peers. Subject Development and Resources The whole school development of Preparation for Adulthood and purchase of resources is planned through the annual subject development planning cycle and expenditure evaluated as part of that process. The subject leader is responsible for providing a regularly updated audit of resources available for their subject area which is made available to all teachers.

	Most of the Preparation for Adulthood resources are kept in the-storeroom located at Spring Hall. Health and Safety The subject leader for Preparation for Adulthood has a general responsibility for the application of the LA and schools' safety policies within their subject area and is directly responsible to the Headteacher for the application of all health, safety and welfare measures and procedures within their own department/ area or work. All employees working within the subject area and/ or specialist room have a responsibility to take reasonable care of their own health, safety (including suitable dress and footwear) and welfare of other persons who may be affected by their acts or omissions while at work. They also have a responsibility to co-operate with the subject leader so that employers can comply with their statutory duties and specific responsibilities in terms of health and safety as identified below: The Preparation for Adulthood store room is kept locked at all times and pupils are not allowed to enter unless supervised. Equipment that is used on a regular basis is kept on shelves at waist height to avoid unnecessary bending and stretching. Heavier items are not stored on high shelves. Staff should also be aware of their general responsibility for safeguarding students when using online or digital devices as outlined in the online safety policy.
Linked documents	This document should be read in conjunction with the whole school curriculum and assessment policy. Other documents that can be read for further information with specific relation to English and this document are: Schemes of learning and overviews: Schemes of Learning and overviews for Preparation for Adulthood subjects can be found in the Curriculum folder on our Teaching and Learning drive. Work related learning schemes of learning follows a 3-year rolling cycle.

Nurture, Believe, Achieve, Succeed