



Reynalds Cross Vision:

To be the best of the best; to be a place where "Every Individual" really does matter, to maximise independent learning and enjoyment in line with school aims; and to be a, positive, happy and fun learning environment with outstanding features.

Future Planning Policy

Date adopted: 3rd July 2018

Signed: _____
Chair of Governors

Next Review date: July 2019

Signed _____
Head Teacher

Future Planning Policy

Introduction

This policy is intended to ensure consistency across the school in terms of future planning. This policy should enhance learning through:

- Preparing students for the transition after school through providing opportunities in the areas of life/work skills, independent* future planning support and transition planning.
- Delivering a comprehensive programme of future planning activities to give students experiences of different possibilities for their futures and, where appropriate, assist with making informed choices about their future destinations.
- Considering appropriate future destinations for individual pupils and putting in place a wide range of relevant and diverse activities to support the move towards these.
- Following the statutory requirements for career guidance for pupils in Key stages 3, 4 and 5 (although this may be adapted to meet the needs of our students). This includes working towards the recently introduced *Gatsby Benchmarks* for good careers guidance.
- Encouraging students to become as independent as possible.

14-19 organisation

Students in the 14-19 stage are grouped accordingly to ability. The 14-19 curriculum is broken down into four development phases (numbered 1-4) as shown below.

Phase	Approximate level the student is working at	
	Key Stages 3 and 4	Key Stage 5
One	**PS1-PS3	**PS1-PS3
Two	**PS4-PS8	**PS4-PS8
Three	**PS9	Entry 1
Four	**PS10	Entry 2

Each year pupils are ability grouped and the resulting classes are given a colour name. Class teachers are then advised of the phases their class are following (see 14-19 Curriculum Policy for further details).

Transition/Person Centred Plans

Transition Passports: Those students that are able to express their own thoughts and ideas about their futures begin producing a Transition Passport when they are in year eight. The information used to create the plan is gathered through discussion, visits and experiences of a range of available options focusing on what the pupils want to do, what help they will need, when they would like things to happen and if they have any concerns. Areas covered by the Transition Passport are also linked to pupil's Education Health Care plans and, where possible, information a pupil has put into their Transition Passport is evidenced. Pupils then have the opportunity to present their plans in annual reviews (when appropriate) – giving them the opportunity to express what they want and to experience giving a formal presentation.

Person centred plans: Those students who may find it more difficult to express their own thoughts and ideas about their futures have a person centred plan. In these circumstances student's future plans and reviews are routinely facilitated by independent* agencies (e.g. 'Plan 4 U' team, independent careers advisor) and reviewed internally between their visits. Information contained in person centred plans is collected from the people who know the student best and includes information about what people like and admire about the student, things that are important to the student, what is and isn't working now and if anything needs improving or adapting.

Future planning activities

The activities pupils undertake as part of their future planning work split into three sections – transition planning, life/work skills and independent careers guidance. In order to give pupils first-hand experience of what the future may hold for them, staff are required to make informed judgements about possible future destinations so that appropriate visits and activities can be offered. Where possible this is done in liaison with pupils, parents and other professionals (e.g. Independent Careers and Transition Advisors, 0-25 SEND team). More information about these three areas of future planning are shown below and in the appendix.

1) Transition planning

This area of the curriculum aims to prepare students for transition and life after school by providing experience of the range of possibilities for their futures and by demonstrating that other activities are going on outside of school. This can assist students to make informed choices about their futures or, for those pupils with communication difficulties, allows staff to observe and record pupils' reactions to different settings. Where appropriate, information from these activities is recorded in pupil's Transition Passports or recorded for addition to person centred plans.

Key Stage 3 - For Key Stage 3 pupils, this will focus on transition to the 14-19 stage. It will involve visits including (as appropriate to the students);

- An afternoon session for current KS3 pupils and parents/carers who are due to move into the 14-19 stage. This will usually take place during the second half of spring term.
- Integration with 14-19 pupils in the term prior to moving up (e.g. inclusion in 14-19 assemblies/enrichment options afternoons).
- Transition morning where pupils move to new classes in the summer term.

14-19 Stage: phases 1, 2 and 3 - These pupils will have the opportunity to visit a variety of places in the community that may be an option for daytime activities after they have left school (e.g. sports centre). In Key Stage 4 students also go to college and social care visits with this progressing to attending appropriate college link courses in Key Stage 5 on a regular basis. (e.g. Hereward College, for a life skills course). The focus of the courses are determined by the pupils own future employment ideas as recorded in their Transition Passport. This is carried out on a rota basis and, where possible, across a number of local colleges to give pupils experiences or different college environments.

14-19 Stage - phase 4 - Pupils in phase 4 are more likely to gain volunteering work or employment when they leave school. Therefore, in Key Stage 4 and 5, students attend a weekly work experience placement either within school, at Touchwood or Colebridge Enterprises etc.

2) Life/work skills

This area of the curriculum aims to help students develop the skills they may need when moving onto their next destination.

Key Stage 3 – Students are working on developing their knowledge of the world and community around them through topic based educational visits (see long term planning for more details).

14-19 Stage: phases 1, 2 and 3 - Pupils in phases 1, 2 and 3 are exploring positive alternatives to work (e.g. horticulture, art and crafts) and, where possible, working towards an ASDAN qualification in this area. This gives pupils first-hand experience, and the skills needed to engage in these when they leave school.

14-19 Stage: phase 4 - These pupils are more likely to undertake volunteering work or employment when they leave school. With this in mind these pupils work towards qualifications in employability, learning many of the skills required to get and maintain a job.

3) Independent* future planning support

Schools have a statutory duty to “...secure independent*, careers guidance for all year 8 to 13 pupils”. This is provided through a wide range of future planning activities such as engagement with local employers, work based education and experience of positive alternatives to work. Reynalds Cross employs a Future Planning Assistant who sources and arranges these visits. In addition to this we employ an Independent* Careers and Transition Advisor who provides face to face careers education and guidance through liaison with parents, careers interviews with students (as appropriate) and attendance at annual reviews at key times in the students education.

Support with future planning

The future planning curriculum, alongside the independent* advice given by an Independent* Careers and Transition Advisor aims to support pupils through the transition process including, where possible, additional support when students are preparing to leave school (e.g. visits to next destinations). Reynalds Cross are also aware of the challenges that parents/carers face during transition so provide support via a dedicated Transition Family support worker.

Related policies

The school has a ‘14-19 Curriculum Policy’ and long term planning documents to support the development of future planning. Also, some of the 14-19 work produced is accredited by ASDAN and policies relating to these qualifications can be found on the schools shared drive.

Monitoring

The effectiveness of this policy will be monitored through scrutiny of planning, learning walks, lesson observations, achievement of targets, achievement of qualifications, scrutiny of work and end of year reports (refer to Assessment and Monitoring policy). The school collects data for those students remaining with us and also collects destinations data at regular intervals once pupils have moved onto their next placement. This information is used to evaluate the impact of the future planning education and other services Reynalds Cross provides.

* = external to school

Additionally, students (along with their parents/carers) in Year 10 will be informed of their choices regarding their education after year 11 where they can choose to remain in the 14-19 stage at Reynolds Cross or move to an alternate provision.

APPENDIX

Key Stage	Phase and approximate level	Transition planning						Life/work skills		Access to Independent careers and transition advice	
		Developing Transition Passports	Community access visits	College/ Non educational visits (alternative provisions)	College Link courses	Work tasters	Work experience/ volunteering	Positive alternatives to work	Employability		
Key Stage three	All	Where appropriate	Focus on transition into 14-19 stage						✓	x	✓ Access via Plan 4 U (where appropriate)
Key stages four and five (14-19 stage)	<u>PHASE ONE</u> For students working at PMLD levels	✓	✓	✓ KS5	✓ KS5	x	x	✓	x	✓ Access via Plan 4 U (where appropriate)	
	<u>PHASE TWO</u> For students working above PMLD levels up to Entry 1	✓	✓	✓ KS5	✓ KS5	✓ KS4 (Where appropriate)	x	✓	x	✓ Access via Plan 4 U (where appropriate)	
	<u>PHASE THREE</u> Students working at Entry 1	✓	✓	✓ KS5	✓ KS5	✓ KS4	x	✓	x	✓ Year 12 Year 13 (at Annual Reviews)	
	<u>PHASE FOUR</u> Students working at Entry 2 or above	✓	x	✓ KS5	✓ KS5	✓ KS4	✓ KS4 (in school) ↓ KS5 (Touchwood/ Colebridge)	x	✓	✓ Year 12 Year 13 (at Annual Reviews)	

Progression can be shown when students move up through the phases