

CAREERS EDUCATION SUBJECT SEQUENCING

Aligned to the Stoke & Staffordshire CEC Curriculum and the Skills Builder Universal Framework



Nexus • Mosaic • Kaleidoscope

PATHWAY KEY

- **NEXUS** Moderate Learning Difficulties (MLD) Pathway
- **MOSAIC** Severe Learning Difficulties (SLD) Pathway
- **KALEIDOSCOPE** Complex & Profound Learning Difficulties (CPLD) Pathway

Note: All pathway groups have mixed year groups. Learners are grouped broadly by ability and support needs rather than by chronological year.

Nexus Follows the Careers Curriculum: SEND; Mosaic and Kaleidoscope follow the Careers Curriculum: Preparing for Adulthood.

The Careers Curriculum at Fountains High School

KALEIDOSCOPE	MOSAIC	NEXUS
Years 7–10 <i>Exploration & Confidence Building</i> Learners explore a new Independence & Responsibility topic each term, such as jobs people do, money, cooking, keeping healthy and Forest School. Hands-on, sensory learning helps them discover people and places in their local community. Years 11–14 <i>Practical Preparation for Adulthood and Transition & Real-World Application</i> Learners complete ASDAN Lifeskills Challenges on the same topics, building skills for adult life such as handling money, preparing a snack, basic first aid and personal care. Transition planning and independent careers advice help families plan next steps. All years Learning is personalised to each learner's EHCP targets.	Key Stage 3 <i>Exploration & Confidence Building</i> For two half terms each year, learners explore people, jobs and places in the local community and run their own enterprise project, practising communication, money skills and making choices. Key Stage 4 <i>Practical Preparation for Adulthood</i> Learners find out about supported living, volunteering and work options after school, and practise budgeting and using public transport. They complete the Industrial Cadets Bronze Award, solving a real challenge set by an employer. Key Stage 5 <i>Transition & Real-World Application</i> Learners study Personal and Social Development and My Futures units, building confidence in daily living, communication and staying safe. They take part in work experience and community projects and create a transition plan. All key stages Fortnightly Skills Builder sessions develop eight essential skills employers look for, with listening and speaking practised all year.	Key Stage 3 <i>Supported Exploration & Confidence Building</i> Learners explore local jobs and workplaces in Burton and Staffordshire, understand why people work, and begin to identify their interests and strengths through role-play, enterprise and employer encounters. Key Stage 4 <i>Practical Preparation & Independence</i> Learners choose Food Studies, Land Studies, or Product Design and Modelling, working towards WJEC qualifications, with a session each half term exploring the relevance to their future career. They also write a simple CV, practise interviews and plan post-16 options. Key Stage 5 <i>Supported Transition & Real-World Experience</i> Learners study Personal and Social Development and Employability units, gaining work experience in The Potting Shed and The Coffee Bean and through placements with business partners. They develop money and digital skills and create a transition plan. All key stages Fortnightly Skills Builder sessions develop eight essential skills employers look for, with listening and speaking practised all year.

Rationale for the Careers Education Subject Sequencing Document

Our Commitment to Careers Education

Fountains High School is committed to providing every learner with a high-quality, inclusive and personalised programme of Careers Education, Information, Advice and Guidance (CEIAG). This subject sequencing document sets out how that commitment is realised across all three learning pathways — Nexus, Mosaic and Kaleidoscope — from Key Stage 3 through to Key Stage 5. It has been developed in response to the statutory duties placed on schools under the Education Act 2011, the DfE's Careers Strategy (2017), and the expectation that all schools work systematically towards the eight Gatsby Benchmarks of Good Career Guidance.

For a specialist SEND setting, careers education is not an addition to the curriculum — it is central to it. The SEND Code of Practice (2015) places a clear duty on schools to support young people in preparing for adulthood across four outcome areas: employment, independent living, community inclusion, and health and wellbeing. This plan is designed to meet those statutory obligations while remaining ambitious and rooted in the lived experiences of our learners.

Alignment with the Gatsby Benchmarks and the CEC Framework

All pathways within this plan contribute to all eight Gatsby Benchmarks. A stable, timetabled programme (Benchmark 1) runs across every pathway and key stage. Labour market information (Benchmark 2) is embedded through the Knowledge Insight Grid's LMI strand. Individual needs and personal guidance (Benchmarks 3 and 8) are addressed through EHCP-aligned outcomes, independent careers advice and transition planning. Employer encounters, workplace experience and links with further education (Benchmarks 4–7) are delivered through school enterprise, assemblies, work experience opportunities, workplace encounters, employer and educational workshops and next steps events.

The plan is aligned to the Stoke and Staffordshire Careers Education Curriculum (CEC), using the Knowledge Insight Grid — organising provision into Labour Market Information, Pathways, Skills and Curriculum Focus — as its structuring framework. The four CEC phase descriptors map to the developmental stages of our learners rather than chronological

year groups, reflecting the mixed year group model and the principle, reinforced in the SEND and AP Improvement Plan (DfE, 2023), that SEND provision must be genuinely needs-led.

Essential Skills: Skills Builder Accelerator Programme

In 2026–2027 Fountains High School joined the Skills Builder Partnership Accelerator Programme, and the language of the Skills Builder Universal Framework is used across the curriculum. The framework sets out eight essential skills that employers look for in new employees: Listening, Speaking, Problem Solving, Creativity, Adapting, Planning, Leadership and Teamwork. These complement the essential skills in the CEC curriculum: Communication Skills are developed through Listening and Speaking, Time Management through Planning, and Resilience through Adapting. Skills Builder is taught to all Nexus and Mosaic learners through fortnightly focussed learning sessions, and is reinforced through careers lessons, enterprise projects, employer encounters and work experience.

Three Pathways, One Vision

The Nexus pathway supports learners with moderate learning difficulties through a progression-focused programme incorporating WJEC vocational options (Food Studies, Land Studies, and Product Design and Modelling), Personal and Social Development (PSD) and Employability units, and structured work experience. The Mosaic pathway follows the CEC Preparing for Adulthood curriculum, combining discrete careers teaching with enterprise projects at KS3, the Industrial Cadets Bronze Award at KS4, and Personal and Social Development (PSD) units at KS5. The Kaleidoscope pathway, for learners with complex and profound learning difficulties, centres on the Preparing for Adulthood framework, developing independence, communication and life skills rather than employment-specific goals alone, with older learners completing ASDAN Lifeskills Challenges. Across all pathways, the Equality Act 2010 duty to make reasonable adjustments is fully embedded, and the Skills for Jobs White Paper (DfE, 2021) principle of genuine employer engagement is reflected in real-world enterprise activity, including The Potting Shed and The Coffee Bean at KS5.

Personalisation and Continuous Improvement

From Year 9 onwards, the SEND Code of Practice requires EHCPs to focus explicitly on preparing for adulthood. This plan embeds that requirement at every stage, most directly in the Kaleidoscope pathway, where outcomes are personalised to individual EHCP targets and delivered through differentiated, sensory-rich and experiential approaches. This plan will be reviewed annually in line with updates to the CEC curriculum, Ofsted and Gatsby self-assessment outcomes, learner destination data, and school development priorities.

Fountains High School believes that every young person — regardless of the complexity of their needs — has the right to a careers education that is ambitious, relevant and deeply connected to who they are and who they can become

Timetabled Careers Provision – Overview

The table below summarises the timetabled careers provision across all three pathways and key stages. Time allocations reflect the 2026–2027 timetable. The Stoke & Staffordshire CEC curriculum framework is the overarching alignment tool. All groups have mixed year groups; learners are grouped broadly by ability and support needs.

Pathway	Key Stage	Session / Subject	Duration per Year	Approx. hrs/yr	CEC Phase
Nexus	KS3	MyFutures – 1.5 hrs/week	9 weeks per class per year	~13.5 hrs	Supported Exploration & Confidence Building
Nexus	KS4	Vocational Options – 1.5 hrs/week	Full year, incl. 1.5 hr careers session each half term	~54 hrs	Practical Preparation & Independence
Nexus	KS4	Focussed Learning – 45 mins/week (alternate weeks with Skills Builder)	Spring and Summer terms (~24 weeks)	~18 hrs (~9 careers)	Practical Preparation & Independence
Nexus	KS5 Yrs 12/13	PSD – 3 × 45 mins/week	Full academic year	~81 hrs	Supported Transition & Real-World Experience
Nexus	KS5 Yr 14	Employability – 3 × 45 mins/week	Full academic year	~81 hrs	Supported Transition & Real-World Experience
Mosaic	KS3	MyFutures – 1.5 hrs/week	2 half terms: PfA Careers + Enterprise (~12 weeks)	~18 hrs	Exploration & Confidence Building (PfA)
Mosaic	KS4	MyFutures – 1.5 hrs/week	2 half terms: PfA Careers + Industrial Cadets (~12 weeks)	~18 hrs	Practical Preparation for Adulthood (PfA)
Mosaic	KS5 (PM1 & PM2)	PSD – 2 × 45 mins/week	Full academic year	~54 hrs	Transition & Real-World Application (PfA)
Nexus & Mosaic	All key stages	Skills Builder (Focussed Learning) – 45 mins every 2 weeks	Full academic year (~18 sessions)	~13.5 hrs	Essential skills (all phases)
Kaleidoscope	Yrs 7–14	Independence & Responsibility – 1.5 hrs/week	Full academic year; 4-year rolling programme	~54 hrs	PfA (phase by year group)

ESSENTIAL SKILLS: SKILLS BUILDER

Nexus & Mosaic (all key stages) | Focussed Learning | 45 mins every 2 weeks, full year (~13.5 hrs) | Skills Builder Accelerator Programme

Skills Builder Universal Framework: Listening | Speaking | Problem Solving | Creativity | Adapting | Planning | Leadership | Teamwork

As part of the Skills Builder Accelerator Programme, all learners on the Nexus and Mosaic pathways have a 45 minute Skills Builder session every two weeks within focussed learning. Listening and Speaking are developed across the whole academic year, as communication is a key area of need for our learners. Each half term then has one focus skill, taught explicitly in the fortnightly sessions and reinforced across the curriculum using the shared Skills Builder language. For Nexus KS4 learners, the Spring and Summer Skills Builder sessions take place within the weekly focussed learning careers slot, alternating with careers sessions.

Skills are built in three ways, as the framework recommends: direct teaching of each skill in focussed learning; application and reinforcement in lessons, including the careers curriculum set out in this document; and connecting beyond the classroom through work experience, enterprise projects, trips, visits and employer encounters. The framework breaks each skill into 16 steps. Targets are set from each learner's starting point rather than their age, which the framework recognises is especially important for learners with additional needs.

Half Term	Focus Skill	Skill Group	Where Learners Apply It in the Careers Curriculum (examples)
All year	Listening & Speaking	Communication	- Employer encounters, visitor talks and presentations - Workplace communication in work experience and enterprise roles - Interview practice (Nexus Year 11 and KS5) and self-advocacy (all pathways)
Autumn 1	Problem Solving	Creative Problem Solving	- Industrial Cadets industry challenge (Mosaic KS4) - Identifying and resolving workplace problems (Nexus KS5) - Problem-solving in real-life scenarios, such as managing daily tasks (PfA)
Autumn 2	Creativity	Creative Problem Solving	- Designing products for enterprise projects (Mosaic KS3) - Designing and modelling in Product Design and Modelling (Nexus KS4) - Creative projects and role-play exploring career themes (KS3)
Spring 1	Adapting	Self-Management	- Developing resilience when plans or routines change (all pathways) - Reflecting on strengths and challenges after work experience (Nexus KS4) - Managing emotions in different social situations (PfA)
Spring 2	Planning	Self-Management	- Following schedules, managing time and setting personal goals - Planning for work experience, CVs and interviews (Nexus Year 11) - Transition planning for post-16 and post-18 (KS4 and KS5)

Half Term	Focus Skill	Skill Group	Where Learners Apply It in the Careers Curriculum (examples)
Summer 1	Leadership	Collaboration	• Taking on individual roles and responsibilities in enterprise projects (Mosaic KS3) • Presenting solutions to an industry panel (Mosaic KS4) • Taking responsibility for planning next steps with support (KS5)
Summer 2	Teamwork	Collaboration	• Working as part of a group and working with others (Nexus KS5 units) • Group enterprise projects and the Group Nature Project • Team roles in the school enterprises, The Potting Shed and The Coffee Bean

Links to the CEC Essential Skills

- Communication Skills (CEC top three) are developed through Listening and Speaking.
- Time Management (CEC top three) is developed through Planning.
- Resilience (CEC top three) is developed through Adapting.
- Where this document refers to Essential Skills (ECF-aligned), teachers use the matching Skills Builder language with learners.

NEXUS PATHWAY

KS3 (Years 7–9) | MyFutures | 1.5 hrs/week, 9 weeks per class per year (~13.5 hrs) | Mixed year groups

CEC Phase: Supported Exploration & Confidence Building | Labour Market Information | Pathways | Skills | Curriculum Focus

Year Group	Labour Market Information (LMI)	Pathways	Skills
Year 1: Enterprise & Self (~13.5 hrs)	- Begin to understand and articulate why people work and the different reasons for choosing careers - Explain what work means in simple terms, recognising it as something people do to earn money or help others - Name different types of jobs and workplaces in their local area (e.g. shops, cafés, warehouses, schools and care settings in Burton upon Trent) - Begin to explore how technology is used in different jobs	- Recognise that people prepare for jobs in different ways - Explore their own interests through choice activities and how these link to future activities and careers - Be introduced to different ways of learning and gaining independence through structured routines	Essential Skills (ECF-aligned) - Recognise the top three skills employers have identified as needed to Get, Keep and Progress in the workplace: Time Management, Communication Skills and Resilience - Begin to use ECF skills language in daily activities Employability Skills - Begin to understand basic workplace behaviours (e.g. asking for help, following routines) Technical Skills - Develop confidence in using technology for communication and learning
Year 2: Job Sectors & Skills (~13.5 hrs)	- Name key local job sectors (e.g. logistics and warehousing, brewing and food production, health and social care, retail and hospitality, construction) - Match jobs to the skills used within them - Explore how technology is used in different jobs across sectors - Recognise how different jobs help the community	- Learn about different ways people prepare for jobs (e.g. college, training, supported employment) - Begin to identify personal strengths - Make supported choices and decisions about future interests	Essential Skills (ECF-aligned) - Articulate the top three skills employers have identified as needed to Get, Keep and Progress in the workplace - Name two other skills employers have identified as needed to Get, Keep and Progress in the workplace Employability Skills - Practise organisational skills such as preparing for an activity and following multi-step routines

Year Group	Labour Market Information (LMI)	Pathways	Skills
			Technical Skills Begin to apply numeracy and literacy skills in real-life contexts (e.g. shopping, time management)
Year 3: Community, Employers & Futures (~13.5 hrs)	- Identify local employers and community roles across Burton upon Trent and Staffordshire - Begin to understand workplace expectations - Recognise the relevance of work to everyday life - Explore the breadth of roles within one local sector (e.g. brewing: production, quality control, engineering, logistics, customer service and management)	- Recognise post-KS3 next steps and transition options - Communicate own aspirations with support - Understand the support available in future settings - Year 9: Transition visit to Fountains Post-16	Essential Skills (ECF-aligned) - Apply ECF skills in practical contexts and reflect on personal strengths with support Employability Skills - Be introduced to resilience strategies for overcoming challenges - Manage emotions and understand workplace behaviours Technical Skills - Engage in activities that build fine and gross motor skills linked to practical tasks

Curriculum Focus (all year groups)

- Build confidence through participating in role-play and simulated work experiences.
- Explore career themes through storytelling, creative projects and real-world scenarios.
- Engage with employers, visitors or community figures in supported environments and understand the relevance to learning.
- Make cross-curricular connections between learning and future careers.
- Take part in enterprise projects, real-world projects and employer and educational encounters.

KS4 (Years 10–11) | Vocational Options | 1.5 hrs/week, full year (~54 hrs) | Mixed year groups

CEC Phase: Practical Preparation & Independence | Labour Market Information | Pathways | Skills | Curriculum Focus

KS4 Nexus learners access a 1.5 hour weekly option linked to their interests and aspirations: Food Studies, Land Studies, or Product Design and Modelling. Each option works towards WJEC Entry Level qualifications. At the end of each half term, learners have a dedicated 1.5 hour careers session that links their option learning to careers, aligned to the Stoke & Staffordshire Careers Curriculum: SEND (Key Stage 4). Sectors and job roles are aligned with local labour market information for Burton upon Trent and Staffordshire. This includes Staffordshire County Council's monthly Economic Bulletin, which reports local job vacancy data.

Vocational Options and WJEC Qualifications

Option & WJEC Qualifications	Labour Market Information (LMI)	Pathways	Skills
Food Studies - E2 Health, safety and hygiene - E2/3 Food preparation, cooking and serving	- Describe different types of work environments in hospitality, catering and food production, including Burton upon Trent's brewing and food manufacturing businesses, and what they involve - Articulate job roles within local employers (e.g. kitchen assistant, chef, catering assistant, barista, food production operative, quality control assistant)	- Explore post-16 options including catering and hospitality college courses, supported internships and work-based learning - Link to KS5 work experience in The Coffee Bean	Technical Skills - Engage in vocational learning experiences: safe food handling, hygiene and use of equipment - Apply numeracy and literacy skills in real-life settings (e.g. weighing, measuring, following recipes) Employability Skills - Complete structured tasks with minimal support; follow health and safety rules
Land Studies - E2/3 Introduction to plant care - E2/3 Introduction to land maintenance	- Describe different types of work environments in horticulture, grounds maintenance and land-based industries, including farming in rural East Staffordshire, and what they involve - Articulate job roles within local employers (e.g. farm assistant, garden centre assistant in retail, grounds maintenance operative for schools, local authorities and business parks, landscaper)	- Explore post-16 options including land-based and horticulture college courses, supported internships and work-based learning - Link to KS5 work experience in The Potting Shed	Technical Skills - Engage in vocational learning experiences: plant care, safe use of tools and personal protective equipment - Apply numeracy skills in real-life settings (e.g. measuring, spacing, watering schedules) Employability Skills - Develop independence, routine and resilience when working outdoors and as part of a team

Option & WJEC Qualifications	Labour Market Information (LMI)	Pathways	Skills
Product Design and Modelling - E2/3 Designing and modelling - E2/3 Making a product	- Describe different types of work environments in manufacturing and engineering, including Staffordshire's automotive and engineering employers (e.g. JCB) and construction sites, and what they involve - Articulate job roles within local employers (e.g. production operative, engineering apprentice, joinery or construction assistant, quality control, packaging and assembly roles)	Explore post-16 options including engineering, manufacturing, construction and creative college courses, supported internships and work-based learning	Technical Skills - Engage in vocational learning experiences: designing, modelling and making safely with tools and materials - Apply numeracy and literacy skills in real-life settings (e.g. measuring, following a design brief) Employability Skills - Plan, problem-solve and check the quality of their own work

Half-Termly Careers Sessions (6 × 1.5 hrs per year, delivered within each option)

Each session applies the focus below to the learner's own option area, so learners in all three options cover the same CEC outcomes through the jobs, skills and routes most relevant to them. In a mixed year group, learners in their second year revisit each focus in greater depth and apply it to their own aspirations.

Half Term & Focus	Labour Market Information (LMI)	Pathways	Skills & Curriculum Focus
Autumn 1: Work Environments	Describe different types of work environments linked to their option and what they involve	Begin to think about how their option could lead to future work	- Engage in real-world activities and articulate the skills they are using - Skills Builder: apply Problem Solving, the half-term focus skill, to their option sector
Autumn 2: Local Employers & Job Roles	- Articulate different job roles within local employers in their option sector (e.g. brewing and food production, land-based industries, manufacturing, engineering and construction) - Employer encounter or visit linked to the option, where possible	Recognise the different ways people get into these job roles	- Demonstrate appropriate workplace communication (e.g. greetings, asking questions) during employer encounters - Skills Builder: apply Creativity, the half-term focus skill, to their option sector
Spring 1: Interests & Aspirations	Identify job roles in line with their interests and aspirations	Outline personal strengths and interests for career planning	- Practise self-advocacy by expressing their needs and preferences - Skills Builder: apply Adapting, the half-term focus skill, to their option sector

Half Term & Focus	Labour Market Information (LMI)	Pathways	Skills & Curriculum Focus
Spring 2: Skills for Work	Explore which skills local employers look for in their option sector	Recognise different ways to develop work-related skills	Essential Skills (ECF-aligned) - Demonstrate three of the 10 skills employers have identified as needed to Get, Keep and Progress in the workplace (Time Management, Communication Skills and Resilience) - Articulate other relevant skills linked to their aspirations - Skills Builder: apply Planning, the half-term focus skill, to their option sector
Summer 1: Post-16 Routes	Explore how their option sector links to local job opportunities, using local labour market information for Burton upon Trent and Staffordshire	Explore post-16 options including supported internships, college courses and work-based learning linked to their option	- Explore links between school subjects and life skills for independence - Skills Builder: apply Leadership, the half-term focus skill, to their option sector
Summer 2: Reflection & Future Goals	Review the job roles and work environments explored during the year	Begin to think about future goals and aspirations beyond KS5	- Reflect on WJEC units achieved and the skills gained, ready to add to a simple CV - Skills Builder: apply Teamwork, the half-term focus skill, to their option sector

Focussed Learning (45 mins/week, Spring and Summer terms, alternating with Skills Builder)

In the Spring and Summer terms, KS4 learners have a 45 minute focussed learning session each week. Sessions alternate: one week is a careers session, set out below, and the next is the fortnightly Skills Builder session on that half term's focus skill (see Essential Skills: Skills Builder). This gives about 12 careers sessions (around 9 hours) across the two terms. Careers sessions build the digital, application and transition skills learners need to move on from KS4, and are mapped to the Stoke & Staffordshire Careers Curriculum: SEND (Key Stage 4) where appropriate.

Year Group & Term	Focus	CEC Outcomes: LMI & Pathways	CEC Outcomes: Skills
Year 10: Spring and Summer terms	Digital Literacy - Using devices, email and online tools for learning and work - Staying safe online - Using the internet to research local jobs and employers in key sectors such as logistics, manufacturing, and health and social care	Explore how digital skills are used in different jobs and work environments	Technical Skills - Develop digital skills to support workplace readiness (e.g. email, online safety) Employability Skills - Demonstrate appropriate workplace communication in emails and online
Year 11: Spring term	CV, Work Experience & Interview Skills - Writing a simple CV or personal statement - Preparing for and reflecting on work experience - Interview preparation and practice	- Identify job roles in line with their interests and aspirations - Participate in supported work experience or enterprise activities	Employability Skills - Be introduced to writing a simple CV or personal statement - Demonstrate appropriate workplace communication (e.g. greetings, asking questions) - Practise self-advocacy by expressing their needs and preferences
Year 11: Summer term	Transition & Next Steps - Post-16 destinations and transition planning - Visits and taster activities where available	- Explore post-16 options including supported internships, college courses and work-based learning - Begin to think about future goals and aspirations beyond KS5	Employability Skills - Develop independence by completing structured tasks with minimal support - Begin to understand the concept of earning money and financial independence

Curriculum Focus (all year groups)

- Engage in vocational learning experiences through Food Studies, Land Studies, and Product Design and Modelling.
- Participate in supported work experience (Year 11 Focussed Learning, Spring term) or enterprise activities linked to the options where possible (e.g. selling food, plants or products made in lessons).
- Engage with employers linked to each option sector (Autumn 2 careers session, where possible).
- Explore links between school subjects and life skills for independence through the half-termly careers sessions.

KS4 End-Point Outcomes

- Students can describe different types of work environments and what they involve.
- Students can articulate job roles within local employers, including roles linked to their option.
- Students can identify job roles in line with their interests and aspirations.
- Students have explored post-16 options including supported internships, college courses and work-based learning.
- Students can demonstrate three of the 10 ECF skills and articulate other skills linked to their aspirations.
- Students have worked towards WJEC Entry Level qualifications in their chosen option.
- Students have developed digital skills for workplace readiness (e.g. email, online safety).
- Students have written a simple CV, practised interview skills and taken part in work experience or enterprise.

KS5 (Years 12–14) | PSD (PN1 & PN2, Yrs 12/13) & Employability (PN3, Yr 14) | 3 × 45 min lessons/week, full year (~81 hrs) | Mixed year groups

CEC Phase: Supported Transition & Real-World Experience | Labour Market Information | Pathways | Skills | Curriculum Focus

PN1 and PN2 (Years 12 and 13) follow a two-year rolling cycle of Personal and Social Development (PSD) units. PN3 (Year 14) follows Employability units. Each unit is mapped below to the Stoke & Staffordshire Careers Curriculum: SEND (Key Stage 5).

Unit	Labour Market Information (LMI)	Pathways	Skills & Curriculum Focus
PN1 & PN2 (Years 12 & 13) PSD 2026–2027			
Managing Own Money	• Compare salaries and working conditions	• Explore transition plans for post-18, including independent living	Technical Skills • Demonstrate basic financial literacy for independent living Curriculum Focus • Explore money management
Working as Part of a Group	• Describe different work environments and expectations, including working in teams	• Begin to assess which pathways align with their interests and strengths	Essential Skills (ECF-aligned) • Practise workplace communication in real or simulated settings • Practise independent decision-making and problem-solving
Using Technology at Home and in the Community	• Research job demand in local industries (e.g. logistics and	• Begin to take responsibility for planning their next steps with support, using online tools	Technical Skills • Refine digital literacy and workplace technology use

Unit	Labour Market Information (LMI)	Pathways	Skills & Curriculum Focus
	warehousing, health and social care) using online sources		Employability Skills Develop confidence in completing forms and communicating professionally
Individual Rights and Responsibilities	Begin to understand workplace rights and responsibilities	Begin to take responsibility for planning their next steps with support	Employability Skills Practise self-management and goal setting for career progression
PN1 & PN2 (Years 12 & 13) PSD 2027–2028			
Healthy Living	Describe different work environments and the expectations they place on health and wellbeing, including health and social care, one of the largest local employment sectors	Explore transition plans for post-18, including independent living	Essential Skills (ECF-aligned) - Develop resilience by managing changes in routine and environment Curriculum Focus - Participate in personalised life skills projects
Environmental Awareness	Explore employment, volunteering and supported work opportunities, including environmental and land-based roles	Begin to assess which pathways align with their interests and strengths	Curriculum Focus Participate effectively in personalised volunteering or life skills projects (e.g. through The Potting Shed)
Personal Safety at Home and in the Community	Begin to understand workplace rights and responsibilities, including health and safety	Explore transition plans for post-18, including independent living	Curriculum Focus - Explore independent travel, workplace routines and money management Essential Skills (ECF-aligned) - Develop resilience by managing changes in routine and environment
PN3 (Year 14) Employability 2026–2027			
Exploring Job Opportunities	Explore employment, volunteering and supported work opportunities	Explore transition plans for post-18, including supported employment, further study or independent living	Employability Skills Engage in real or simulated job interviews

Unit	Labour Market Information (LMI)	Pathways	Skills & Curriculum Focus
	Research job demand in local sectors (e.g. logistics and warehousing, brewing and food production, health and social care, manufacturing and engineering) and compare salaries and working conditions	Begin to assess which pathways align with their interests and strengths	Develop confidence in completing forms and communicating professionally
Working with Others	Describe different work environments and expectations	Begin to take responsibility for planning their next steps with support	Essential Skills (ECF-aligned) - Demonstrate five of the 10 skills employers have identified as needed to Get, Keep and Progress in the workplace - Practise workplace communication in real or simulated settings - Practise independent decision-making and problem-solving
Customer Service	Describe different work environments and expectations in customer-facing roles, including local retail, hospitality and customer service employers	Develop a transition plan for their post-education goals	Employability Skills - Communicate professionally with customers in real or simulated settings Curriculum Focus - Participate effectively in personalised work experience (e.g. The Coffee Bean)

Work Experience in School Enterprises: The Potting Shed and The Coffee Bean

Learners gain work experience in the school enterprises and with business partners, developing work-related skills, communication and confidence in preparation for adulthood. Roles include customer-facing roles, production, finance, health and safety, and marketing.

KS5 End-Point Outcomes

- Students can explore employment, volunteering and supported work opportunities and describe work environments.
- Students understand workplace rights and responsibilities.
- Students can research job demand in local industries and compare salaries and working conditions.
- Students can demonstrate five of the 10 ECF skills (including Time Management, Communication Skills and Resilience).
- Students can demonstrate basic financial literacy and digital literacy for independent living and work.

- Students can engage in real or simulated job interviews and complete forms with confidence.
- Students have participated in personalised work experience, volunteering or life skills projects.
- Students have developed a transition plan for their post-education goals, taking responsibility for their next steps with support.

MOSAIC PATHWAY

KS3 (Years 7–9) | MyFutures | 1.5 hrs/week, two half terms/year (~18 hrs) | 3-year programme, mixed year groups

CEC Phase (Preparing for Adulthood): Exploration & Confidence Building | Labour Market Information | Pathways | Skills | Curriculum Focus

Mosaic KS3 learners access careers for 1.5 hours a week (two lessons) for two half terms each year as part of a carousel. One half term is discrete careers teaching following the Stoke & Staffordshire Careers Curriculum: Preparing for Adulthood (Key Stage 3); the other is an enterprise project. Each year of the three-year cycle has its own focus and three sectors, aligned with local labour market information for Burton upon Trent and Staffordshire. This includes Staffordshire County Council's monthly Economic Bulletin, which reports local job vacancy data.

Year & Focus	Half Term: Discrete Careers Teaching (PfA, ~9 hrs)	Half Term: Enterprise Project (~9 hrs)
Year 1: People in My Community Sectors: Retail, Hospitality & Customer Service; Brewing & Food Production; Land-Based & Agriculture	Labour Market Information – Community & Supported Opportunities - Explore how different people contribute to their community (e.g. shop assistants, café staff, food production workers, farm workers) - Learn that Burton upon Trent is home to major brewing and food production businesses - Begin to understand different environments where adults spend their time, such as workplaces, community centres or training settings Pathways – Developing Personal Aspirations - Begin to identify their personal interests and strengths Curriculum Focus – Applying Learning to Real-World Situations - Participate in role-play, simulated life experiences and employer or community encounters linked to the Year 1 sectors	Learners take part in a whole-class enterprise project (planning, making, marketing and selling a product, then reviewing how it went), learning about roles and responsibilities within an organisation. Essential Skills (ECF-aligned) - Develop the top three skills employers have identified (Time Management, Communication Skills and Resilience) to use in everyday situations - Develop self-confidence in communication, asking for help and making choices Life Skills - Learn to manage emotions in different social situations, such as working in a team Practical Skills - Use money in controlled environments, such as a school tuck shop or enterprise sale
Year 2: Volunteering & Supported Roles Sectors: Health & Social Care; Education & Public Services; Cleaning & Facilities	Labour Market Information – Community & Supported Opportunities - Learn about structured activities such as volunteering and supported work roles - Explore how people in health and social care, education, public services, and cleaning and facilities contribute to their community (e.g. care support workers, teaching assistants, emergency services, cleaners and caretakers) Pathways – Developing Personal Aspirations	Learners complete a new enterprise project with increasing independence, taking on individual roles within the team. Essential Skills (ECF-aligned) - Begin practising decision-making skills in structured settings - Continue to develop Time Management, Communication Skills and Resilience in everyday situations Life Skills

Year & Focus	Half Term: Discrete Careers Teaching (PfA, ~9 hrs)	Half Term: Enterprise Project (~9 hrs)
	- Explore different ways adults spend their time, including education, training, social activities and community participation Curriculum Focus – Applying Learning to Real-World Situations - Explore how different subjects link to personal independence (e.g. food technology and cooking, ICT and staying in touch) - Begin to engage with visitors or local community members who discuss life skills	- Develop basic cooking and self-care routines with support, where the project involves food Practical Skills - Engage in supported learning activities involving shopping and planning tasks (e.g. buying resources) - Gain confidence in using digital tools for simple communication and organisation (e.g. making posters or adverts)
Year 3: Environments & Independence Sectors: Logistics & Warehousing; Manufacturing & Engineering; Construction	Labour Market Information – Community & Supported Opportunities - Begin to understand different environments where adults spend their time (e.g. warehouses, distribution centres, factories, workshops and building sites) - Learn how local transport links (A38 and A50) have created logistics and warehousing jobs, such as warehouse operatives and drivers - Explore how Staffordshire manufacturing, engineering and construction employers (e.g. JCB) contribute to the local area Pathways – Developing Personal Aspirations - Recognise how different environments support different levels of independence - Identify their personal interests and strengths in preparation for KS4 Curriculum Focus – Applying Learning to Real-World Situations - Participate in role-play, simulated life experiences and employer or community encounters linked to the Year 3 sectors	Learners apply their enterprise skills with greater independence, including a community outing linked to the project where possible. Essential Skills (ECF-aligned) - Work on resilience and adaptability in everyday situations - Practise decision-making skills in structured settings Life Skills - Begin practising independent travel skills (e.g. understanding bus stops, road safety) during community outings Practical Skills - Use money in controlled environments, such as handling sales and giving change - Use digital tools for simple communication and organisation within the project

KS3 End-Point Outcomes

- Students can explore how different people contribute to their community, including through volunteering and supported work roles.
- Students understand different environments where adults spend their time, such as workplaces, community centres or training settings.
- Students can identify their personal interests and strengths and explore different ways adults spend their time.
- Students develop Time Management, Communication Skills and Resilience and use them in everyday situations.
- Students have used money and planning skills in enterprise projects and taken part in community encounters.

KS4 (Years 10–11) | MyFutures | 1.5 hrs/week, two half terms/year (~18 hrs) | 2-year programme, mixed year groups

CEC Phase (Preparing for Adulthood): Practical Preparation for Adulthood | Labour Market Information | Pathways | Skills | Curriculum Focus

Mosaic KS4 learners access careers for 1.5 hours a week for two half terms each year. The first half term is discrete careers teaching following the Stoke & Staffordshire Careers Curriculum: Preparing for Adulthood (Key Stage 4); the second is an Industrial Cadets Bronze project run with the Engineering Development Trust (www.etrust.org.uk). KS4 is a two-year programme taught in mixed year groups, so the discrete careers content runs on a Year A / Year B cycle.

Half Term & Focus	Labour Market Information: Exploring Independence Options	Pathways: Making Personalised Choices	Skills & Curriculum Focus
Half Term 1 (Year A): Discrete Careers Teaching (~9 hrs) <i>Exploring Independence Options</i>	- Learn about different supported living and work-based opportunities - Explore different ways to contribute to their community, such as volunteering or leisure activities	- Begin to make choices about their future goals with structured support - Develop confidence in decision-making about their own routine and activities	Essential Skills (ECF-aligned) - Develop communication skills for interacting in different environments - Practise following schedules, managing time and setting personal goals Life Skills - Practise self-advocacy by expressing their preferences and needs - Take part in practical activities such as cooking, cleaning and self-care routines Practical Skills - Practise budgeting and handling money in everyday transactions Curriculum Focus - Participate in community-based learning experiences
Half Term 1 (Year B): Discrete Careers Teaching (~9 hrs) <i>Making Personalised Choices</i>	Learn about different supported living and work-based opportunities through visits or visitors where possible	- Explore post-16 options such as further education, supported employment, volunteering or independent living programmes, including Fountains Post-16 - Begin to make choices about their future goals with structured support	Essential Skills (ECF-aligned) - Build confidence in making choices about their daily routine and lifestyle Life Skills - Practise problem-solving in real-life scenarios, such as managing daily tasks - Begin to develop resilience by learning how to adapt when plans change Practical Skills - Develop confidence in using public transport with support

Half Term & Focus	Labour Market Information: Exploring Independence Options	Pathways: Making Personalised Choices	Skills & Curriculum Focus
			- Apply numeracy and literacy skills in structured real-world experiences Curriculum Focus - Build independence through structured routines and tasks
Half Term 2 (Years A & B): Industrial Cadets Bronze (EDT) (~9 hrs)	- Learn about work-based opportunities through a real industry challenge set by an employer - Employer encounters and site or virtual visits	- Begin to make choices about their future goals with structured support, reflecting on the industry they have worked with - Develop confidence in decision-making within the project	Essential Skills (ECF-aligned) - Develop communication skills for interacting in different environments, including presenting solutions to an industry panel - Practise following schedules and managing time Life Skills - Practise problem-solving in real-life scenarios through STEM-based activities - Begin to develop resilience by learning how to adapt when plans change Practical Skills - Apply numeracy and literacy skills in structured real-world experiences Curriculum Focus - Engage in supported enterprise activities through a real-world industry challenge

KS4 End-Point Outcomes

- Students have learned about different supported living and work-based opportunities.
- Students have explored post-16 options such as further education, supported employment, volunteering or independent living programmes.
- Students can make choices about their future goals with structured support.
- Students practise self-advocacy by expressing their preferences and needs.
- Students have practised budgeting, handling money and using public transport with support.
- Students have engaged in supported enterprise activities, including the Industrial Cadets Bronze Award.

KS5 (PM1 & PM2) | PSD | 2 × 45 min lessons/week (1.5 hrs), full year (~54 hrs) | Mixed year groups

CEC Phase (Preparing for Adulthood): Transition & Real-World Application | Labour Market Information | Pathways | Skills | Curriculum Focus

PM1 and PM2 follow a two-year rolling cycle of Personal and Social Development (PSD) units, alongside the My Futures units listed for 2026–2027. Each unit is mapped below to the Stoke & Staffordshire Careers Curriculum: Preparing for Adulthood (Key Stage 5).

Unit	Labour Market Information: Exploring Personal & Community Roles	Pathways: Supported & Independent Living Choices	Skills & Curriculum Focus
PM1 & PM2 PSD 2026–2027			
Planning and Carrying Out Activities	Develop confidence in participating in structured activities outside of school	Gain confidence in making decisions that support their personal development	Essential Skills (ECF-aligned) - Build independent problem-solving skills for daily life Life Skills - Develop personal safety skills, such as travel training Practical Skills - Practise making financial decisions with support, such as paying for services Curriculum Focus - Develop confidence in managing their own routines and responsibilities
Developing Self	Understand personal rights and responsibilities in different environments	Develop a transition plan that reflects their personal aspirations	Essential Skills (ECF-aligned) - Develop confidence in self-advocacy and expressing their needs - Develop resilience and emotional regulation strategies Curriculum Focus - Create a transition plan to guide their post-education journey
Communication	Explore different roles within their household and community	Gain confidence in making decisions that support their personal development	Life Skills - Gain confidence in interacting with others in social and community settings Practical Skills - Engage in real-world digital literacy activities, such as sending emails and using apps

Unit	Labour Market Information: Exploring Personal & Community Roles	Pathways: Supported & Independent Living Choices	Skills & Curriculum Focus
PM1 & PM2 PSD 2027–2028			
Healthy Living	Explore different roles within their household, such as shopping and preparing meals	Explore independent living choices	Life Skills - Develop full daily living routines, including cooking, cleaning and managing appointments Practical Skills - Develop practical budgeting skills for independent or semi-independent living
Environmental Awareness	Develop confidence in participating in structured activities outside of school, such as community environmental projects	Explore supported employment, further education, independent living or day services (e.g. land-based and horticulture routes)	Essential Skills (ECF-aligned) - Build independent problem-solving skills for daily life Curriculum Focus - Take part in community projects
Managing Social Relationships	Understand personal rights and responsibilities in different environments	Gain confidence in making decisions that support their personal development	Essential Skills (ECF-aligned) - Develop resilience and emotional regulation strategies Life Skills - Gain confidence in interacting with others in social and community settings - Develop personal safety skills, such as online safety
PM1 & PM2 My Futures 2026–2027			
Community Action	- Explore different roles within their community - Develop confidence in participating in structured activities outside of school	Explore supported employment, further education, independent living or day services	Life Skills - Gain confidence in interacting with others in social and community settings Curriculum Focus - Take part in community projects

Unit	Labour Market Information: Exploring Personal & Community Roles	Pathways: Supported & Independent Living Choices	Skills & Curriculum Focus
Preparation for Work	Explore different roles within their community, including workplaces	- Explore supported employment and further education - Develop a transition plan that reflects their personal aspirations	Essential Skills (ECF-aligned) - Develop confidence in self-advocacy and expressing their needs Curriculum Focus - Take part in work experience (e.g. in The Potting Shed or The Coffee Bean)

KS5 End-Point Outcomes

- Students understand different roles within their household and community, and their personal rights and responsibilities.
- Students have developed a transition plan that reflects their personal aspirations.
- Students have explored supported employment, further education, independent living or day services.
- Students show confidence in self-advocacy, independent problem-solving and emotional regulation.
- Students have developed daily living routines, personal safety skills and practical budgeting skills.
- Students have taken part in work experience, community projects or independent living experiences.

KALEIDOSCOPE PATHWAY

YEARS 7–14 | Independence & Responsibility | 1.5 hrs/week, full year (~54 hrs) | 4-year rolling programme

CEC Phase (PfA): Exploration & Confidence Building (Yrs 7–9) | Practical Preparation for Adulthood (Yrs 10–11) | Transition & Real-World Application (Yrs 12–14)

The Kaleidoscope pathway follows the Stoke & Staffordshire Careers Curriculum: Preparing for Adulthood (PfA), focusing on independent living, community participation, health and wellbeing, and financial awareness. Independence & Responsibility is a four-year rolling programme (2026/27 to 2029/30) with one topic per term. Years 7–10 explore each topic through sensory-rich, experiential learning; Years 11–14 complete the matching ASDAN Lifeskills Challenge (10 hours each). Outcomes are personalised to EHCP targets, and Labour Market Information links use the same local sectors as Nexus and Mosaic.

Term & Topic	Labour Market Information (local link)	Pathways	Skills & Curriculum Focus
Year 1 2026/27			
Autumn Yrs 7–10: Jobs people do Yrs 11–14 (ASDAN Lifeskills Challenge): Exploring different types of jobs (2012), 10 hrs	- Explore how different people contribute to their community (e.g. shop and café workers, care workers, farm workers, warehouse operatives and drivers) - Learn about structured activities such as volunteering and supported work roles - Yrs 11–14: Learn about different supported living and work-based opportunities	- Begin to identify their personal interests and strengths - Explore different ways adults spend their time, including education, training, social activities and community participation	Essential Skills (ECF-aligned) - Develop self-confidence in communication, asking for help and making choices Curriculum Focus - Participate in role-play and simulated life experiences (e.g. acting out local jobs) - Begin to engage with visitors or local community members
Spring Yrs 7–10: Forest School / Nature connection (half a term of each) Yrs 11–14 (ASDAN Lifeskills Challenge): Group Nature Project (1232), 10 hrs	- Begin to understand different environments where adults spend their time, including outdoor settings such as farms, parks and gardens (land-based work in rural East Staffordshire) - Explore different ways to contribute to their community, such as volunteering or leisure activities	Recognise how different environments support different levels of independence	Essential Skills (ECF-aligned) - Work on resilience and adaptability in everyday situations - Yrs 11–14: Develop communication skills for interacting in different environments through a group project Life Skills - Learn to manage emotions in different social situations Curriculum Focus - Participate in community-based learning experiences

Term & Topic	Labour Market Information (local link)	Pathways	Skills & Curriculum Focus
Summer Yrs 7–10: Healthy & Unhealthy Yrs 11–14 (ASDAN Lifeskills Challenge): Experience Personal Health Activities (3331), 10 hrs	Explore how people in health and social care contribute to their community (care workers are the most in-demand occupation locally)	Explore different ways adults spend their time, including healthy leisure and social activities	Essential Skills (ECF-aligned) - Build confidence in making choices about their daily routine and lifestyle Life Skills - Develop basic cooking and self-care routines with support, including healthy food choices Curriculum Focus - Explore how different subjects link to personal independence
Year 2 2027/28			
Autumn Yrs 7–10: Developing money skills Yrs 11–14 (ASDAN Lifeskills Challenge): Understanding and using money (1316), 10 hrs	Explore roles in local shops, cafés and services where money is used (retail, hospitality and customer service, where sales roles are in strong local demand)	Yrs 11–14: Explore independent living choices and what managing money involves	Practical Skills - Use money in controlled environments, such as school tuck shops or community outings - Engage in supported learning activities involving shopping and planning tasks - Yrs 11–14: Practise budgeting and handling money in everyday transactions - Yrs 11–14: Practise making financial decisions with support, such as paying for services Curriculum Focus - Participate in community-based learning experiences (e.g. a shopping trip)
Spring Yrs 7–10: Forest School / Recycling (half a term of each) Yrs 11–14 (ASDAN Lifeskills Challenge):	Explore how people who clean, recycle and look after buildings and outdoor spaces contribute to their community (cleaning and facilities roles are in high local demand)	Explore different ways to contribute to their community, such as volunteering	Essential Skills (ECF-aligned) - Practise following schedules and managing time Life Skills - Take part in practical activities such as cleaning and sorting waste for recycling Curriculum Focus - Yrs 11–14: Take part in community projects

Term & Topic	Labour Market Information (local link)	Pathways	Skills & Curriculum Focus
Learning about recycling (1706), 10 hrs	Learn about structured activities such as volunteering (e.g. litter picks, community clean-ups)		
Summer Yrs 7–10: Taking care of myself Yrs 11–14 (ASDAN Lifeskills Challenge): Experiencing hair care (2639), 10 hrs	Explore the roles of people who help with personal care in the community (e.g. hairdressers, care workers)	Recognise how different environments, such as home and supported living, support different levels of independence	Life Skills - Develop basic self-care routines with support - Practise self-advocacy by expressing their preferences and needs (e.g. choosing products and styles) Curriculum Focus - Build independence through structured routines and tasks
Year 3 2028/29			
Autumn Yrs 7–10: Developing awareness of health (medicines, first aid) Yrs 11–14 (ASDAN Lifeskills Challenge): Basic first aid (1767), 10 hrs	Explore how health and social care workers and emergency services help their community (e.g. healthcare assistants, paramedics, pharmacists)	Yrs 11–14: Understand personal rights and responsibilities in different environments, including who to go to for help	Essential Skills (ECF-aligned) - Develop self-confidence in communication and asking for help Life Skills - Yrs 11–14: Develop personal safety skills and full daily living routines, including managing appointments Curriculum Focus - Begin to engage with visitors or local community members (e.g. a first aider or school nurse)
Spring Yrs 7–10: Forest School / Planting (half a term of each) Yrs 11–14 (ASDAN Lifeskills Challenge): Participating in gardening activities (1043), 10 hrs	- Learn about land-based work locally, such as farms, garden centres and grounds maintenance - Learn about structured activities such as volunteering (e.g. community gardens)	Yrs 11–14: Explore supported employment, further education, independent living or day services, including land-based and horticulture options (e.g. The Potting Shed)	Essential Skills (ECF-aligned) - Practise following schedules (e.g. watering routines) and work on resilience Practical Skills - Apply numeracy and literacy skills in structured real-world experiences (e.g. counting seeds, reading plant labels) Curriculum Focus

Term & Topic	Labour Market Information (local link)	Pathways	Skills & Curriculum Focus
			Engage in supported work experience, volunteering or enterprise activities (e.g. selling plants)
Summer Yrs 7–10: Developing cooking skills Yrs 11–14 (ASDAN Lifeskills Challenge): Preparing a simple snack (1045), 10 hrs	Explore roles in hospitality and food production (kitchen and catering assistants are the most in-demand hospitality role locally, and Burton upon Trent is home to major food and brewing businesses)	Yrs 11–14: Explore independent living choices, including preparing food at home	Life Skills - Develop basic cooking routines with support - Yrs 11–14: Take part in practical activities such as cooking as part of daily living routines Practical Skills - Engage in supported shopping and planning tasks (e.g. choosing ingredients) Curriculum Focus - Participate in role-play and simulated life experiences (e.g. a café role-play)
Year 4 2029/30			
Autumn Yrs 7–10: Health & Safety in the kitchen Yrs 11–14 (ASDAN Lifeskills Challenge): Hazards in the kitchen (1033), 10 hrs	Learn why health and safety matters in workplaces such as kitchens, cafés and food production sites	Recognise how staying safe supports greater independence at home	Essential Skills (ECF-aligned) - Begin practising decision-making skills in structured settings Life Skills - Practise problem-solving in real-life scenarios, such as spotting and avoiding hazards - Yrs 11–14: Develop personal safety skills Curriculum Focus - Participate in role-play and simulated life experiences
Spring Yrs 7–10: Forest School / Exploring health & safety (half a term of each) Yrs 11–14 (ASDAN Lifeskills Challenge):	Begin to understand different environments where adults spend their time outdoors, and how people stay safe in outdoor workplaces such as farms and parks	Explore different ways adults spend their time, including leisure activities and day services with outdoor activities	Essential Skills (ECF-aligned) - Work on resilience and adaptability in everyday situations (e.g. changes in weather or plans) Curriculum Focus - Participate in community-based learning experiences

Term & Topic	Labour Market Information (local link)	Pathways	Skills & Curriculum Focus
Experiencing nature and the environment (2433), 10 hrs			
Summer Yrs 7–10: Keeping clean Yrs 11–14 (ASDAN Lifeskills Challenge): Understanding your own personal hygiene (1234), 10 hrs	Explore why hygiene matters in local workplaces such as care settings, kitchens and food production	Recognise how personal care routines support different levels of independence	Essential Skills (ECF-aligned) - Yrs 11–14: Develop confidence in self-advocacy and expressing their needs Life Skills - Develop self-care routines with support - Yrs 11–14: Develop full daily living routines Curriculum Focus - Develop confidence in managing their own routines and responsibilities

End-Point Outcomes: Years 7–10

- Students can explore how people contribute to their community, including volunteering, and the environments where adults spend their time.
- Students can identify their personal interests and strengths and make choices with support.
- Students have developed basic cooking, self-care and hygiene routines, and used money in controlled environments, with support.

End-Point Outcomes: Years 11–14

- Students have completed ASDAN Lifeskills Challenges in jobs, money, health, the environment, cooking and personal care.
- Students have learned about supported living and work-based opportunities, and explored supported employment, further education, independent living or day services.
- Students have developed daily living routines, personal safety skills and practical budgeting skills.
- Students take part in PfA reviews, receive independent careers advice and have a transition plan reflecting their aspirations.