

## Transition to college, employment and adulthood - Learner Journeys

### Cedars Academy Cluster



**Cedars Academy: June 2013**

**Sacha: Learner Profile & Journey**

#### **Background**

Sacha has a Statement of Special Educational Needs as he experiences significantly greater difficulty with learning than most young people his age as a result of his global learning and communication difficulties. Liam has Spinal Muscular Atrophy and Scoliosis with associated respiratory problems.

Cedars Academy has developed an Employability and Enterprise Programme targeted at a number of young people currently experiencing difficulty accessing the curriculum fully. The purpose of the programme is to stimulate interest and relevant experience in an enterprise project. A central aim of the programme is to develop raised awareness of the business sector by working with young people to explore the ways in which they can contribute to the organisation and running of a small enterprise. The curriculum provides learners with the opportunity to learn within a vocational environment and puts them in a position to benefit from post 16 learning opportunities and ultimately employment. Key to the programme is providing learners with the opportunity to experience learning in a different setting/environment which includes a diverse range of other learners and young people.

The delivery of the 6<sup>th</sup> Form curriculum is shared between Joseph Swan and Cedars and also involves vocational learning provided by partners from the Collective, based at the Skills Academy, and work experience placements, provided by Supporting Opportunities for All (SOFA). The Foundation Learning curriculum is delivered in personalised programmes, which combine subject or vocational learning with functional skills and personal and social development, and include citizenship, enterprise and wider employability skills.

It is intended that the programme would also ease transition to further education and training and provide a good bridge between school and education/training based in a larger college setting.

#### **Aspirations, life/key/basic skills, achievements, participation, attitude and motivation**

In July 2012 Sacha transferred to Joseph Swan Technology College as a Year 12 student in the Joseph Swan/Cedars partnership 6th Form. Sacha felt he was not ready to go to college and wanted time to develop his key skills to prepare for the next challenge in his life.

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## **Curriculum Development/Collaborate Working/ Learner and Parent Voice**

Sacha is undertaking the following accreditation this academic year: NOCN Functional Skills qualification in Literacy at Entry Level 1, NOCN Functional Skills qualification in Numeracy at Entry Level 2, NOCN Functional Skills qualification in Information and Communication Technology (ICT) at Entry Level 2, NOCN Entry Level 3 Certificate in Skills Towards Enabling Progression (Step-Up) and NOCN Entry Level 3 Introduction to Enterprise.

In developing his employability skills Sacha has worked well in team activities. Sacha was very good at making the soaps, packaging them and helping to sell them at the Christmas Fair. Sacha has excellent practical skills: he showed he is confident when measuring, pouring and packaging his product. He used computer skills to design a poster to advertise his product. Sacha worked well in his group. He had an equal share in making their soaps; he also helped his team sell their product. Sacha helped his team think of how their soaps should look, smell and be marketed. Sacha is a pleasure to work with. He listens well to 1-1 instructions, but he can sometimes get distracted and needs to be told to concentrate on his work. Sacha tries his best in every task.

Sacha has enjoyed working with the others in the SOFA group to decide on social activities. He has enjoyed the visit to the cinema and the meal that the group had together. Sacha intends to continue attending the SOFA Social Network Group next year.

Sacha has carried out work experience in the school garden. He assisted in developing the garden into a teaching and enterprise environment; he has found this work tiring but very interesting. Sacha has been involved in making group decisions regarding the development of the garden and the introduction of teaching and learning areas within the grounds. It is hoped that this experience will further improve his interpersonal skills and assist in his decision regarding future training and employment routes.

### **Sacha's Plans for next year**

Sacha has enrolled on his second year at Cedars/Joseph Swan 6<sup>th</sup> Form. He would like to continue to develop his confidence in key skills and also around communication and life skills. In the longer term Sacha plans to go to college to possibly pursue an interest in motor vehicle mechanics.

Signed:..... (student)

Date: .....