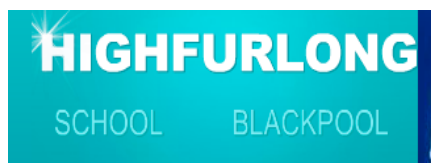


Making What Works, Work for Everyone

Real experiences in real settings -
Pathways to work and independence

July 2013



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Additional digital resources

Motoring ahead- The 4TechMoto placement experience

<http://www.youtube.com/watch?v=wLXFfvv2CJc>

Instructors’ Top Tips in Action! <http://youtu.be/u3cYAe9EPM>

Pear Tree Cluster (Lancashire & Blackpool)

North West Region

Making what works, work for everyone

Real experiences in real settings - pathways to work and independence

About us

We are a new partnership brought together by our desire to work with other organisations in our local area to extend the opportunities for the young people as they move towards fulfilling adult lives. Our cluster brings together two specialist schools, a supported employment service, a Further Education college; a work based learning provider and a Children's Centre. We believe the rich mix of perspectives, backgrounds and experience within our cluster is making a positive contribution to the outcomes of our development work and is opening up new ways of working and supporting more creative thinking.

Our aim and aspirations

Creating opportunities for **all** young people to discover and explore diverse options is our primary focus. We set ourselves the goal to seek out and develop high quality experiences of the workplace for a number of young people with complex and multiple needs. We wanted to:

- challenge assumptions (ours and others) that not all young people are able to be employed due to their specific needs, particularly those using sensory communication
- use proven approaches in developing pathways to work to set up and 'test' new opportunities, matching learners interests and needs with that of the work place- a person centred approach!
- develop practical tools and resources that we could use in flexible ways with employers, placement providers, practitioners and support staff.

Motoring ahead...taster programmes in a motorvehicle workshop and beyond



4TechMoto offers a range of learning opportunities related to **car and motorcycle repairs**. As a cluster, we 'interrogated' the various possibilities open to us to create real experiences that could benefit 'sensory learners' as they moved towards employment and independence. 8 learners from Highfurlong School and Pear Tree Specialist School undertook a 6-week 'taster' programme in the summer term.

As part of our preparation, we have worked closely together to co-create;

- A series of **session plans** detailing relevant learning activities linked to the Motor workshop- each session contains individual outcomes for each learner with simple, practical instructions of exactly what the 4Tech trainers need to do.
- **Joint planning and training sessions** – we have worked hard to establish an open and honest atmosphere, creating a safe space for staff from all providers to ask what we refer to as the 'questions you always wanted to ask but felt you couldn't'
- A 'crib sheet' that **details practical examples of learning outcomes** from milestone 1 - 4 (contextualised to a range of vocational areas)

- Sample activities and sessions within **wider vocational areas** including a hairdressing salon and garden centre- to help open up thinking around what learners with profound and multiple learning needs might contribute to....more are planned!

Personally speaking...this is me!

S is one of the 8 learners taking part in the 'Garage' experience at 4TechMoto. This isn't just because it's her turn or it's the only placement available - we have all thought carefully about her interests and how she might benefit. S has developed her own **personal profile** to share with the staff at 4Tech to help them get to know her and how they can help her get the most out of the placement...



Deciding what information to share, how and with who took us down an interesting path! In our 'honest and open' forum, we soon realised that we all spoke completely different languages and that it would be a positive move to spend some time unpacking the implications of this for all of us...especially the learners!

Jointly developing an '**Employer Toolkit**' has helped us work through things like how we speak with employers / potential placement providers and helped us challenge and develop our own perceptions and practices. We see the 'toolkit' as a growing resource that we can work on together, each contributing our specific expertise and learning from each other.

*The process of developing the 'toolkit' has been as important as the 'product'. Keeping an open mind about what it should look like and **really listening to each other** has helped us enhance and widen our partnership working*

Developing the early versions of the toolkit helped form new links between Pear Tree Children's Centre and Cardinal Newman College including:

- Offering **work placements in Pear Tree's holiday club**
- Establishing links with a specialist school outside the cluster who will be **trialling the placement profile**.

Building on strengths...the difference that makes the difference to learning and earning

Commitment to a sustainable and integrated approach presented an opportunity to be creative around how we maximise the services and resource within the cluster. Progress Recruitment (Supported Employment Service) is:

- Providing a **clear and proven framework/pathway to work**. Adopting a targeted and 'bite sized' approach aims to change practice to do more of what works and shed anything that doesn't benefit the desired outcome.
- Supporting local capacity building through joint development sessions, training through tailored workshop sessions or "live" training / coaching (e.g. on job sites, employer engagement/ visits etc).
- Working closely with Cardinal Newman College Social Enterprises, **developing internal capacity around job analysis and producing sample practice materials** to help model the process.

Making the best use of the expertise held locally is assisting colleagues to share and learn from each other whilst acknowledging the benefit of invited external intervention.

PART TWO.... How did things work out?



Work experience at 4Techmoto was a HUGE SUCCESS!

Take a look at [our video](#) - this captures just a tiny part of what we all got out of this experience. It's not just about the smiles on the faces of the students, the school staff and the 4Tech Instructors (although they are infectious), but the very real learning that we all gained.

So, how are we using this learning?

Capturing the positives and looking at how to use this in the future has helped us pull together a number of practical and helpful resources to help others and us in planning and extending the work

- Wisdom from the Instructors has been drawn together into a **'Top Twelve Instructors Tips'**
- **A videoed photo journal of the process** highlighting key messages and bringing this learning to life - this has really helped the learners express their voice and has helped us to challenge ourselves around what can be achieved



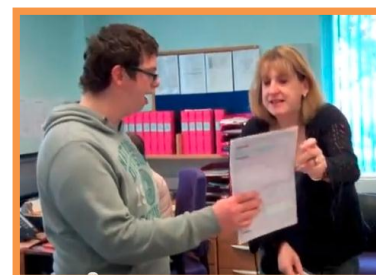
Start with the person! - Matching interests and talents with possible opportunities.... Conner's story

Through the cluster experience we have had the opportunity to look at best practice – **evidence based approaches** to enabling young people with significant disabilities to take part in work related learning that facilitates progression towards valued paid employment. Our team effort has really paid off as we have made space to reflect and apply the key elements of the pathway to supported employment. The **discovery process** resulted in a picture of Connor that acknowledged the challenges and identified the key features, that if present in a work place would bring out his strengths and feed his motivation. Jointly working on the **'employer' side of the equation** has developed a shared understanding between Highfurlong and Progress Recruitment and led to a positive outcome for Conner – wins all round! **Read our case study to hear more**

A real paid job...Lewis's story!

Capturing his journey on film enabled Lewis to celebrate and prepare for his new (paid) part time job as part of the caretaking team at Pear Tree Children's Centre Holiday Club. Watch as Lewis shares his thoughts and feelings about getting the job, doing his induction training and what the wages will mean to him.

[My film \(Lewis\)](#)



Moving forward...not just a one off!

The impact and ripples of this project continue to grow! We have truly experienced a palpable 'shift' in how we see things, what we think is possible and how to get the best for the young people. Plans are well underway to extend the ways that we work together and to extend work experience opportunities (both within 4Tech and establishing new links in other local employers and training organisations).

A key part of our legacy is to share our experiences with organisations across all specialist schools and training organisations within and across the authority. As a cluster, we are delighted with the energy and enthusiasm created through this focused development work and know we have established a strong bond of respect, creativity and vision for the future.

Making what works, work for EVERYONE

BEFORE the placement

"What are they going there for?"

Parent

Before I actually got there I thought it would be rubbish!

Teaching Assistant

I was intrigued - what were the tutors actually going to do.

Support Staff

How was it going to suit the group of students and meet their needs?

Teaching Assistant

I was curious as to how they would lead a sensory mechanics session, but open to ideas.
Teacher

I thought it would be interesting to see the reactions of the pupils to being in a garage for the first time.

Support Staff

I was unsure if our students would get anything positive from it.

Support staff

Making what works, work for EVERYONE

AFTER the placement

The best bit was seeing the students' reaction to the tyres, the motorbike and the compressor.

Support Staff

Anything is possible!

Instructor

It was really good, I really enjoyed it. Brilliant!

Support staff

It was really organised and the tutor had thought about the students' needs and researched into this.

Teaching Assistant

Watching the reactions on the students' faces – they were really focused and engaged.

Teaching Assistant

My son really enjoyed 'getting stuck in'

Parent

4Techmoto Top Twelve Instructors' Tips

- i) See beyond any evident disability to understand that any young person can engage effectively in the workshop – **THIS IS THE MOST IMPORTANT!!**
- ii) Identify and provide a range of tasks everyone can attempt but be aware that some learners may require activities specific to their individual needs
- iii) Identify and provide a range of tasks both exploring and stimulating the different senses
- iv) In planning a session be aware that progression may be difficult to measure and that whilst aspirational targets for achievement during the session may be important, stimulation, interest and consequent sustained involvement is progression in itself
- v) Always have a smile on your face as non-verbal communication (particularly eye contact) is likely to be a key to success
- vi) Close involvement and consultation with staff accompanying the young people are essential as the staff will know and recognise learner responses, particularly regarding non-verbal cues, extremely well
- vii) Communicate at the learner's level – physically – try to avoid standing over them
- viii) Timing a learner's length of involvement in an activity is crucial to ensure whole group involvement as some learners will be content to stay on the same activity for the whole session
- ix) When learners bring 'comfort' or 'security blanket' toys etc with them be aware of these, make a fuss or have a chat about them. Where appropriate recognise the 'focus' of these and, with the agreement of accompanying staff, offer an object appropriate to the learning context for holding in the workshop.
- x) Always give clear instructions for a specific task and repeat until confident that it is understood
- xi) Repeat tasks (during session and successive sessions) until learner is comfortable and confident (*self-efficacy mastery*) before moving on to new activity
- xii) Observe carefully and learn from learners' responses to particular activities to plan for future sessions

Sample Milestones- Pear Tree Specialist School and Highfurlong Specialist School

All students in education are regularly assessed and given a level of attainment. Many students with learning difficulties are working within the P scales. This scale ranges from P1 (the lowest level) up to P8 (the highest level). Beyond this scale, students would be assessed within National Curriculum levels. As students move into Post 16 education, the scale becomes known as 'milestones' (M).

The information listed below is examples of learning outcomes which students could work towards at the various levels on the stage linked to vocational learning.

P1 / M1

- To show an awareness of sound (*e.g. blinks more when the car engine starts at the garage*)
- Is assisted to feel materials (*e.g. allows hand over hand support from an adult to feel the different ingredients whilst preparing food*)
- Accepts a new experience / activity (*e.g. doesn't cry in different surroundings when with familiar staff*)
- Experiences different smells in and outside (*e.g. encounters the different smells around the factory*)
- Turns head (*e.g. when a light is shone*)
- May turn head to new noise (*e.g. when the hairdryer is turned on at the hairdressers*)
- Aware of food textures (*e.g. is given the opportunity to taste the ingredients presented*)
- Interacts with familiar person briefly (*e.g. whilst at the allotment, will share the exploration of resources with a familiar adult*)
- Holds object for a few seconds (*e.g. will hold the hose pipe at the garden centre for a few seconds*)

P2/M2

- Smile in response to attention (*e.g. will smile when adult interacts with him/her in the workplace*)
- Shows excitement at familiar activity (*e.g. smiles or laughs when familiar activity occurs at the garage – trying on the oily work clothes*)
- Shown/smells food before and after cooking.
- Tracks object by moving head (*e.g. will follow with eyes as the cake is taken out of the oven*)
- Shouts to attract attention (*e.g. vocalises to gain attention in the factory*)
- Turns head to indicate enough (*e.g. turns head or closes eyes to indicate the activity is finished*)
- Studies new object (*e.g. will closely look at and hold the hairbrush at the hairdressers*)
- Makes a choice between two objects offered (*e.g. Will look at the trowel and brush, then reach out/ or eye point to favoured one*)
- Attempts to repeat a simple action (*e.g. will stroke a small animal then repeat the action*)
- Copies a simple action (*e.g. will press the blender switch to mix the cake once shown by an adult*)
- Understands use of simple everyday objects (*e.g. when given the brush, will lift it towards hair*)

P3/M3

- Looks at a person in a group they want to be with (*e.g. eye points or focuses on one person in a group when asked "Who do you want to work with?"*)
- Indicate they want to continue an activity (*e.g. reaches out to the object when it is moved away*)
- Takes objects out of a box (*e.g. at the garage, is able to lift out the nuts and bolts from the box*)
- Rubs objects / materials to feel different textures (*e.g. participates in a story based at the workplace which involves the feeling of different objects and resources*)

- Observe the result of their action (*e.g. when mixing food in the food processor will focus on the contents of the bowl*)
- Understands that simple objects/sounds may represent activities (*e.g. bell to move classes, wallet for going shopping, hosepipe for washing the car*)
- Gestures to show who they want to communicate with (*e.g. reach out towards an adult in the workplace to get their attention*)
- Explores new equipment with interest (*e.g. in any work situation when given a new object to hold, will look at its different features for a slightly extended period of time*)
- Passes object to another (*e.g. at the hairdressers, will assist the stylist by passing a comb/brush/roller*)
- Anticipates what is going to happen (*e.g. at the garden centre, demonstrates that they know water will come out of the watering can by laughing/focusing.*)

P4/M4

- Looks at the person talking to them (*e.g. when being given a direct instruction will look at the adult*)
- Picks up objects named (*e.g. from a choice of 3 familiar objects, will pick up the one which the adult names*)
- Uses yes and no in word / sign appropriately (*e.g. when asked a direct and simple question – Is the hairdryer hot? Do you want to wash the car?*)
- Repeat / copy and imitate up to 10 single words (*e.g. these could be 10 simple and familiar words used in any workplace that the student will encounter regularly*)
- Understand and respond to a key word, sign or symbol in phrases or sentences within familiar contexts (*e.g. when given an instruction during a familiar activity in the workplace – brush the lady's hair, rub the polish, pour the liquid.*)
- Handles coins when counting (*e.g. when working in the shop, will hand the change from the cashier to the customer*)
- Helps to hand out objects to a group (*e.g. will give each person a cloth to clean the work area*)
- Completes task requested (*e.g. will independently complete a straight forward task with only a bit of physical help from an adult – stir the mixture, take an object to a named person, hand out resources*)

Sample lesson plans

Medium Term Lesson Plan

Subject : Vocational Education – Hair and Beauty		Class group: Half Term: 1 2 (please circle) Year:	
Lesson Focus: The world of work – working in a hairdressers	ICT:	Resources:	
Accreditation:			
Individual Learning Outcomes		Learning Activities and Staff Deployment	
<p><u>Examples</u></p> <p><u>Student 1</u> - To show an awareness that they are in a different environment by a change in facial expression</p> <p><u>Student 2</u> - To follow a one step instruction from an unfamiliar adult e.g. brush, wash, put.</p> <p><u>Student 3</u> – To reach towards an object to indicate that they want to take part in a particular activity</p> <p><u>Student 4</u> – To make a choice between two activities by eye pointing.</p> <p><u>Student 5</u> – to identify which object is associated with a task by reaching out for the correct object e.g. chooses the brush when told they are going to brush someone's hair</p> <p><u>Student 6</u> – demonstrates anticipation in a familiar story by getting excited/nervous before a particular prop is shown.</p> <p><u>Student 7</u> – recognises that they need to be correctly dressed to perform a particular task by allowing adult support to put on the apron / hat.</p>		<p><u>In the classroom</u></p> <p><u>Introduction</u> (this will stay the same each week)</p> <ul style="list-style-type: none"> • Play the sound effect of the hairdryer • Pass around the object of reference – brush. • Share targets for session – individual or group. <p><u>Development (Story)</u></p> <p>Here we are at the hairdressers. Can you hear the sound of the bell as the door opens (Play sound effect)</p> <p>We need to make sure that we are clean and we've got the right clothes on. (put on aprons and wash hands)</p> <p>What jobs do we have to do today before we can go into the hairdressers (Show symbols or real objects linked to different tasks e.g. sorting the rollers, folding the towels, filling up the shampoo.)</p> <p>Complete activities in groups or individually linking in the individual targets shared at the start of the session. Staff to assess the learning taking place and whether the learning can be extended.</p> <p>Now our job is done, let's take our products into the hairdressers</p> <p>Here we are now at the hairdressers. What's our main job for today? (Pass around the real object linked to the job)</p> <p>Experiences (different one each week)</p> <ul style="list-style-type: none"> • Sweeping the floor • Passing the rollers • Helping to wash hair • Going under the dryer • Cleaning the mirrors • Brushing hair • Filling up shampoo and conditioner containers • Putting the towels in the washing machine • Folding all the clean towels 	

	<p><u>Plenary (this will stay the same each week)</u></p> <p>Now we've finished our work, we need to clean ourselves. (Students wash and dry hands and take off any protective clothing.</p> <p>Evaluation of session – What have you done today that you have not done before? (Symbols or props to help with choice making)</p>
<p><u>Vocabulary</u></p>	

Medium Term Lesson Plan

Subject : Vocational Education – Factory work		Class group: Half Term: 1 2 (please circle) Year:	
Lesson Focus: The world of work – working in a biscuit factory	ICT:	Resources:	
Accreditation:			
Individual Learning Outcomes		Learning Activities and Staff Deployment	
<p><u>Examples</u></p> <p><u>Student 1</u> - To show an awareness that they are in a different environment by a change in facial expression</p> <p><u>Student 2</u> - To follow a one step instruction from an unfamiliar adult e.g. stack, put in, take out</p> <p><u>Student 3</u> – To reach towards an object to indicate that they want to take part in a particular activity</p> <p><u>Student 4</u> – To make a choice between two activities by eye pointing.</p> <p><u>Student 5</u> – to identify which object is associated with a task by reaching out for the correct object e.g. chooses the box when told they are going to pack something</p> <p><u>Student 6</u> – demonstrates anticipation in a familiar story by getting excited/nervous before a particular prop is shown.</p> <p><u>Student 7</u> – recognises that they need to be correctly dressed to perform a particular task by allowing adult support to put on the overall.</p>		<p><u>In the classroom</u></p> <p><u>Introduction</u> (this will stay the same each week)</p> <ul style="list-style-type: none"> Play the sound effect of the factory machines Pass around the object of reference – Biscuit?? Share targets for session – individual or group. <p><u>Development (Story)</u></p> <p>Here we are at the factory. Can you hear the sound of the machines starting (Play sound effect)</p> <p>We need to make sure that we’ve got the right clothes on. (put on and feel protective clothing, hats and shoes) Wash hands?</p> <p>What jobs do we have to do today before we can go into the factory (Show symbols or real objects linked to different tasks e.g. sorting objects, cleaning, washing equipment, stacking boxes.)</p> <p>Complete activities in groups or individually linking in the individual targets shared at the start of the session. Staff to assess the learning taking place and whether the learning can be extended.</p> <p>Now our job is done, let’s take our products into the factory</p> <p>Here we are now at the factory. What’s our main job for today? (Pass around the real object linked to the job)</p> <p>Experiences (different one each week)</p> <ul style="list-style-type: none"> Sweeping the floor Making boxes Packing the boxes Labelling the boxes Stacking boxes Making products Washing equipment <p><u>Plenary (this will stay the same each week)</u></p> <p><i>Now we’ve finished our work, we need to clean ourselves. (Students wash and dry hands and take off any protective clothing.</i></p> <p><i>Evaluation of session – What have you done today that you have not</i></p>	

	<i>done before?</i> (Symbols or props to help with choice making)
<u>Vocabulary</u>	

Medium Term Lesson Plan

Subject : Vocational Education – Horticulture		Class group: Half Term: 1 2 (please circle) Year:	
Lesson Focus: The world of work – working in a garden centre	ICT:	Resources:	
Accreditation:			
Individual Learning Outcomes		Learning Activities and Staff Deployment	
<p style="text-align: center;"><u>Examples</u></p> <p><u>Student 1</u> - To show an awareness that they are in a different environment by a change in facial expression</p> <p><u>Student 2</u> - To follow a one step instruction from an unfamiliar adult e.g. water, pick up</p> <p><u>Student 3</u> – To reach towards an object to indicate that they want to take part in a particular activity</p> <p><u>Student 4</u> – To make a choice between two activities by eye pointing.</p> <p><u>Student 5</u> – to identify which object is associated with a task by reaching out for the correct object e.g. chooses the watering can when told they are going to water the plants.</p> <p><u>Student 6</u> – demonstrates anticipation in a familiar story by getting excited/nervous before a particular prop is shown.</p> <p><u>Student 7</u> – recognises that they need to be correctly dressed to perform a particular task by allowing adult support to put on the overall.</p>		<p><u>In the classroom</u></p> <p><u>Introduction</u> (this will stay the same each week)</p> <ul style="list-style-type: none"> Play the sound effect - sound of the hosepipe Pass around the object of reference - trowel Share targets for session – individual or group. <p><u>Development (Story)</u></p> <p>Here we are at the garden centre. Can you hear the sound of the sprinklers starting (Play sound effect)</p> <p>We need to make sure that we’ve got the right clothes on. (put on and feel protective clothing and shoes</p> <p>What jobs do we have to do today before we can go into the factory (Show symbols or real objects linked to different tasks e.g. cleaning, turning on the taps, sorting the labels.)</p> <p>Complete activities in groups or individually linking in the individual targets shared at the start of the session. Staff to assess the learning taking place and whether the learning can be extended.</p> <p>Now our job is done, let’s take our products into the garden centre</p> <p>Here we are now at the garden centre. What’s our main job for today? (Pass around the real object linked to the job)</p> <p>Experiences (different one each week)</p> <ul style="list-style-type: none"> Watering plants Dead heading plants Sweeping up Planting seeds or bulbs? Organising the deliveries Assisting at the check outs Pricing the plats and goods 	

	<p><u>Plenary (this will stay the same each week)</u> Now we've finished our work, we need to clean ourselves. (Students wash and dry hands and take off any protective clothing.)</p> <p>Evaluation of session – What have you done today that you have not done before? (Symbols or props to help with choice making)</p>
<p><u>Vocabulary</u></p>	

Preparing for Adulthood / Pathways to employment

Enhancing opportunities for 'real' experiences that open up pathways to work, challenge expectations and broaden aspirations for young people with profound and complex needs.

This planning template was developed to capture the key activities involved across the partnership. It is offered as a 'working document' rather than a 'how to'. As a cluster, we found it helped us walk through the process and keep us on track- use flexibly!

Selecting the learners	Comments/Key Messages
<ul style="list-style-type: none"> Who will benefit / what criteria are we using? 	
<ul style="list-style-type: none"> How are we challenging our 'assumptions' about who can benefit? 	Selected students and placements 'not obvious' choice
<ul style="list-style-type: none"> How are we keeping the pathway 'open'? 	Reserving judgment and accepting that each step on the pathway is a step further than we have taken before
Identification of needs/wants and interests	
<ul style="list-style-type: none"> What approaches are we using to identify this? 	Discovery / vocational profile –
<ul style="list-style-type: none"> Who is involved in this process? 	As inclusive of those who are close to the students as possible
<ul style="list-style-type: none"> How are we using this to develop the opportunities (rather than 'fit' people into what's available)? 	Keeping to the pathway – discovery and matching – Conner's story
Partnership planning	
<ul style="list-style-type: none"> What information do we need to share? 	See profile and intro to employer for JA
<ul style="list-style-type: none"> How are we 'sharing' / learning about each other / who needs to be involved at this stage? 	Joint training and reflection, images and stories
<ul style="list-style-type: none"> How are we managing the 'application' process/Are we maximizing the outcomes from this? 	The impact was greater than anyone predicted – the facilitated reflection helped us see just how much

PLANNING / PREPARATION

Developing the programme	Comments/Key Messages
<ul style="list-style-type: none"> Who is/should be involved? 	The cluster – plus employers (via Progress), plus employees (via 4 Tech), plus those who are significant in the young person's life (via schools and family centre)
<ul style="list-style-type: none"> How can we 'challenge' it to question possible assumptions? 	Assume that we will get to the goal and accepting that each step is a step on the way
<ul style="list-style-type: none"> How can we integrate the 'placement' into the overall Study Programme (within the new parameters) 	Study programme defines the aim for young person – if that is paid employment then work placement is an outcome on the way

PLANNING / PREPARATION (Cont)

Building capacity / sharing expertise	Comments/Key Messages
<ul style="list-style-type: none"> Setting up sessions for staff members to meet each other / get to know the learners 	
<ul style="list-style-type: none"> Develop/share our 'Top Tips (from schools and 4Tech – what will we include? (e.g. teaching and learning approaches, support strategies How can we create an atmosphere of openness so that people feel able to talk freely - it's ok not to be an 'expert' 	
<ul style="list-style-type: none"> Providing initial and ongoing training / Peer support - how will be do this/what 'themes' do we need? Who will provide it/how and when? 	

Support	Comments/Key Messages
<ul style="list-style-type: none"> What is needed (for each learner) – adjustments, equipment, environment 	Join planning sessions (using lesson plans, milestone docs and pen portraits – 4Tech staff identified range of tasks and equipment
<ul style="list-style-type: none"> Who will provide this? 	School staff visited 4Tech re H&S, adapting environment, planning tasks- School support staff briefed beforehand- joint training' session – v informal – allowed to ask anything wanted
<ul style="list-style-type: none"> How will we exchange relevant, practical information around each learner – needs to be clear and useable- not too wordy 	Developed 'pen portraits' for each learner- really helpful way to exchange info- not too overwhelming or off putting

CARRYING OUT THE "PLACEMENT"

	Comments/Key Messages
<ul style="list-style-type: none"> Agree timings etc 	
<ul style="list-style-type: none"> Review outcomes early on 	
<ul style="list-style-type: none"> Capture learning 	Used digital media/ filming/photo journal to capture success /learner voice

FOLLOW ON / PROGRESSION

	Comments/Key Messages
<ul style="list-style-type: none"> Use 'outputs' with staff/other learners/parents 	Really helped to open up the discussion and change people's views about who should/could do this sort of thing Setting up further visits with Progress Recruitment and 4Tech

Name: S

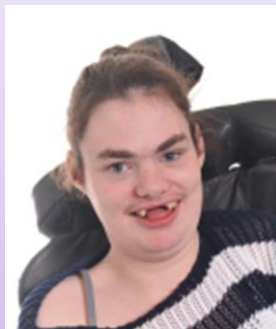
Place of work: 4TechMoto

Reasonable adjustments:

Ensure tables/equipment are at the right level for S to observe/ take part in activity

Communication:

S is non verbal. She communicates through her behaviour. She is often smiley and happy, may seem withdrawn or tired on occasion. She needs to be told what is coming next or she may resist.



Equipment:

S uses a Wheel chair.
She is able to walk when assisted with two persons using a handling belt, for short distances only e.g. to the bathroom.

Top Tips:

S is Epileptic and may fit throughout the day, she needs to be closely monitored. She enjoys music, 1:1 contact and communicating with her.
S is on a lactose free diet and is fed through a gastro syringe when refuses meals.