Our School

- SEN Special School
- Age 3-19
- Based in Newbury West Berkshire
- Separate 6th form based next to the local College
- A range of learning difficulties - ASD MLD SLD PMLD
Where we were 5 years ago

- We had a part time teacher who delivered ASDAN Employability.
- Some students had work experience placements.
- One lesson of 'work experience' a week in year 11 and above.
- % of students had gained employment = 0!
- Things needed to change!
Our World of Work Programme

- The Programme has been running at the Castle School for 5 Years
- Two full time members of staff working as part of our World of Work Team.
- No longer do Employability qualifications.
- World of Work embedded into curriculum.
- Work experience is bespoke and part of the students curriculum
- Three stage model: **work experience, work placements and supported internships.**
- We work with local employers to provide meaningful work experience with the aim of paid employment.
- Building employment aspirations in to curriculum and EHCP plans from year 1.
Purpose of WOW programme

- To gain paid employment
- To increase our students skills, confidence and understanding of the working world
- To raise aspirations of our students and their families/carers(and the community!)
- To create strong links within the community
- To break down potential barriers and promote positive perceptions of our students who have disabilities
Curriculum/Gatsby

The World of Work Careers Programme links to the framework of learning outcomes prepared by the Career Development Institute. This provides a clear focus for our Careers Programme.

The framework is structured around the three core aims of:
- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work
- Developing your career management, employability and enterprise skills

Overview document allows us to be reactive outside of the core curriculum

A taste of what we cover
Curriculum/Gatsby

The World of Work Careers Programme links to the framework of learning outcomes prepared by the Career Development Institute.
This provides a clear focus for our Careers Programme.

The framework is structured around the three core aims of:
• Developing yourself through careers, employability and enterprise education
• Learning about careers and the world of work
• Developing your career management, employability and enterprise skills

Overview document allows us to be reactive outside of the core curriculum

A taste of what we cover
Employer Engagement

As a school we ensure we are involved in our community: community choir, volunteering at Fairclose.

We target employers based on student requirements. Also we will go and learn about employers.

Bespoke placements based on Vocational Profiles (that begin in year 8)

Regularly welcome organisations in to visit Cafe 16, termly events, World of work sessions.

We work with a supported employment approach matching students to placements. We don’t fill placements for the sake of it. Employers get the right students for the job role.

Communication is KEY!! - we are honest about our young people their strengths and areas for development e.g Ryan - honesty.
Employer Engagement

As a school we ensure we are involved in our community: community choir, volunteering at Fairclose

We target employers based on student requirements. Also we will go and learn about employers.

Bespoke placements based on Vocational Profiles (that begin in year 8)

Regularly welcome organisations in to visit Cafe 16, termly events, World of work sessions.

We work with a supported employment approach matching students to placements. We don't fill placements for the sake of it. Employers get the right students for the job role.

Communication is KEY!! - we are honest about our young people their strengths and areas for development e.g Ryan - honesty.
Employer Engagement

As a school we ensure we are involved in our community: community choir, volunteering at Fairclose

We target employers based on student requirements. Also we will go and learn about employers.

Bespoke placements based on Vocational Profiles (that begin in year 8)

Regularly welcome organisations in to visit Cafe 16, termly events, World of work sessions.

We work with a supported employment approach matching students to placements. We don't fill placements for the sake of it. Employers get the right students for the job role.

Communication is KEY!! - we are honest about our young people their strengths and areas for development e.g Ryan - honesty.
Employer Engagement

Regular contact - respond to the feedback from the employer. We give a personal approach - we ask what the employer wants to get from the process.

Support from 2 qualified Job coaches (7.00-16.30)

Very personal approach: Christmas cards and Thank you cards at end of year directly from the students.

Review placements regularly - Question we ask 'are they currently employable?' (no pressure) if 'no' what can we do to support the young person.

Certificates of recognition

WOW brand
Employer Engagement

Regular contact - respond to the feedback from the employer. We give a personal approach - we ask what the employer wants to get from the process.

Support from 2 qualified Job coaches (7.00-16.30)

Very personal approach: Christmas cards and Thank you cards at end of year directly from the students.

Review placements regularly - Question we ask 'are they currently employable?' (no pressure) if 'no' what can we do to support the young person.

Certificates of recognition

WOW brand
Employer Engagement

Regular contact - respond to the feedback from the employer. We give a personal approach - we ask what the employer wants to get from the process.

Support from 2 qualified Job coaches (7.00-16.30)

Very personal approach: Christmas cards and Thank you cards at end of year directly from the students.

Review placements regularly - Question we ask 'are they currently employable?' (no pressure) if 'no' what can we do to support the young person.

Certificates of recognition

WOW brand
Employer Engagement

Regular contact - respond to the feedback from the employer. We give a personal approach - we ask what the employer wants to get from the process.

Support from 2 qualified Job coaches (7.00-16.30)

Very personal approach: Christmas cards and Thank you cards at end of year directly from the students.

Review placements regularly - Question we ask 'are they currently employable?' (no pressure) if 'no' what can we do to support the young person.

Certificates of recognition

WOW brand
What we offer our supporting organisations

- Help from our students to undertake various tasks within their organisation
- Ongoing support that is bespoke
- Training in ‘An overview of Learning Disabilities’ and ‘Basic Makaton’
- Invitations to regular events and activities at our school
- Termly newsletters
- Positive promotion of participating organisations
- Passionate students
What we offer our supporting organisations

- Help from our students to undertake various tasks within their organisation
- Ongoing support that is bespoke
- Training in ‘An overview of Learning Disabilities’ and ‘Basic Makaton’
- Invitations to regular events and activities at our school
- Termly newsletters
- Positive promotion of participating organisations
- Passionate students
What we offer our supporting organisations

- Help from our students to undertake various tasks within their organisation
- Ongoing support that is bespoke
- Training in ‘An overview of Learning Disabilities’ and ‘Basic Makaton’
- Invitations to regular events and activities at our school
- Termly newsletters
- Positive promotion of participating organisations
- Passionate students
Nathan
Where we are now.

- 100% success rate for last two years Supported Internships gaining employment.
- Three stage model impacting on outcomes.
- All staff on board.
- All students at Post-16 have work experience.
- Disability confident leader.
- Qualifications - not the focus!
- Students going on to main stream and employment.
- Post-19
Where we are now:

- 100% success rate for last two years Supported Internships gaining employment.
- Three stage model impacting on outcomes.
- All staff on board.
- All students at Post-16 have work experience.
- Disability confident leader.
- Qualifications - not the focus!
- Students going on to main stream and employment.
- Post-19
James Whybra - Assistant Head Teacher  
(Jwhybra@castle.w-berks.sch.uk)

Louisa McClure - World of Work Coordinator  
(LMcClure@castle.w-berks.sch.uk)

Nicola Hall - World of Work Assistant  
(NHall@castle.w-berks.sch.uk)