



KINGSDOWN SECONDARY SCHOOL

WORK RELATED LEARNING POLICY

It is an important part of our role to prepare boys for life beyond school and this includes ensuring that they have a range of academic, practical and social skills which they will be able to transfer to the world of work and training. From September 2014 all young people are legally required to participate in employment, education or training until age 18. We believe that productive participation in mainstream life is a key resilience factor for young people and helps to steer them away from crime and anti-social behaviour, extremism and radicalisation. substance abuse and can reduce the incidence of mental health problems.

A carefully structured WRL programme can:

- Teach boys about the expectations and realities they will experience in life beyond school
- Equip them with important vocational skills which can be transferred into the post 16 world
- Be motivating and raise boys' self esteem

At Kingsdown the WRL programme includes some or all of the following elements

- Careers Education and Guidance, vocational courses and Life Skills delivered in school via the formal and informal curriculum (see curriculum policy)
- Off-site supported vocational courses offered in local schools, colleges and training providers
- Off-site non supported vocational courses in local schools, colleges and training providers
- Work Experience – for either a 'one or two week block' or on a more extended 1 day a week basis

All of our boys have Behavioural, Emotional and Social Difficulties and additionally many have learning needs. This means that there cannot be a 'one size' fits all WRL curriculum and all programmes have to be carefully personalised in order to maximise the chance of success. All our programmes are based on the following principles:

1. Protection of boys' entitlement to the core academic programme delivered in school
2. Detailed consideration of Health and Safety and Safeguarding issues
3. Publically recognised accreditation where appropriate and internal certification and reports where this is not possible (eg following a successful work experience placement)
4. Careful selection of an appropriate provider who can meet the individual boy's needs
5. An explicit partnership agreement with all providers which sets out the expectations and responsibilities of both parties including the school's responsibility to provide appropriate information about pupils
6. Informed consent from parents/carers including opportunities for parent/carers to visit the provider and discuss progress
7. Regular tracking and monitoring of pupil progress in attendance and behaviour and social skills as well as towards formal outcomes

8. Regular monitoring and quality assuring by school staff where staff do not attend to support the pupil(s)
9. Regular evaluations of placements and changes made where the provision or pupil progress is considered to be inadequate.
10. Ensuring that the School's policies and procedures are in line with current best practice

Reviewed and Updated Sept 15