



**Belong. Believe. Achieve.**

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Our vision is to create a community where everyone achieves and thrives so that all our students succeed through their education years and beyond. Everyone is valued within a safe and nurturing environment. All our students have full and equal access to an ambitious curriculum, rich learning experiences and high-quality personalised support.

## Award for the Employability Skills Framework



## OUR VALUES

RESPECT  
TRUST  
RESPONSIBILITY  
HARMONY  
EXCELLENCE  
SUPPORT  
INCLUSIVITY  
POSITIVITY

## WHO WE ARE?

### OUR CURRICULUM VISION

We take into consideration the diverse learning needs of our young people. We offer a varied provision that will meet their needs and enable them to develop, learn and grow. We strive to empower students to explore their interests and develop their skills to enable them to learn and develop both intellectually and as a whole person. The students are given opportunities and choices throughout their Post 16 experience giving them access to a relevant and meaningful curriculum pathway that effectively prepares them for a fulfilling and purposeful adult life.

We are a specialist provision for students aged 16-19 with an EHCP and access to specialist provision.

There are three provisions at Post 16. Each curriculum is designed to support the individual needs of each student within that provision.

All students within Post 16 will participate in a wellbeing programme which covers:

- Health and wellbeing
- British Values
- e-Safety
- Relationships and sex education



“Thank you for everything you have done for me and for making me more confident and more mature”





Supporting students to gain GCSE'S, develop life skills and employability skills. Students starting around Entry Level 3.



## SUMMERWOOD

Summerwood offers a specialised and autism-friendly educational setting, thoughtfully designed to cater to the distinct needs of young individuals on the autism spectrum. Prospective students at Summerwood should have successfully attained or be working towards a minimum of Entry Level 3 qualifications.

We believe that the environment supports young people in their learning by enabling them to feel calmer, more valued and less anxious.

We provide every young person with a broad and balanced individualised learning programme of education. We include work related learning and experiences, life skills and training within the community to develop the confidence and skills students need for the next stage of their lives.



Supporting students to develop employability skills alongside gaining recognised academic qualifications. For students who are working above Entry Level 1 and want to gain paid employment.

## SUMMERWOOD - EDUCATIONAL SKILLS

Level 2	GCSE English Language GCSE Maths GCSE Combined Science - Synergy ICT Functional Skills English Functional Skills Maths ASDAN Personal and Social Development
Level 1	GCSE English Language GCSE Maths GCSE Combined Science - Synergy ICT Functional Skills English Functional Skills Maths ASDAN Personal and Social Development
Enrichment	Art Business Enterprise GCSE English Literature Media and Performing Arts Wellbeing Walks Gym and Swimming
Personal Development	Wellbeing programme - including PSE and SRE Travel Training Independent Living Skills Social Communication Work Experience



Supporting students to develop; independence skills, confidence in the community and employability skills. Students can also work towards functional Maths and English skills.

# SUMMERWOOD EMPLOYABILITY SKILLS

## WORK EXPERIENCE

Work experience is a great opportunity to learn about a job or an area of work. You will be supported within the workplace both to understand the roles and develop the skills that will support you throughout your working life.

Placements will be on an individual basis and there will be opportunities to gradually build up skills through supported placements.

## INDEPENDENT LIVING

Employment	Independent Living	Community Inclusion	Health
<p>Build on strengths and interests highlighted in personal/vocational profile</p> <p>Independent advice and guidance on future pathways</p> <p>CV writing</p> <p>Skills in applying for jobs or higher education</p> <p>Interviewing</p> <p>Encounters with employers eg: Jobs Fairs and visits</p> <p>Exploring different careers</p> <p>Understanding requirements for HE</p> <p>Planning for employment: what qualifications do you need, what study programme should you be on, what work experience would be most helpful</p> <p>Work experience, starting with tasters and building up to increasing time in the workplace - with support where needed</p> <p>GCSEs/NVQs/Entry level qualifications/Vocational options</p>	<p>Travel training</p> <p>Making decisions about what to spend money on</p> <p>Making your own food</p> <p>Socialising unsupervised in town/local community</p> <p>Managing bills (eg: mobile phone)</p> <p>Managing potential income including Personal Independence payments</p> <p>Residential and local learning options</p> <p>Mental capacity - decision making</p> <p>Understanding consent and best interest</p> <p>Managing your time</p> <p>Transition to adult care</p> <p>Being safe in your home</p> <p>Understanding different types of living arrangements - what arrangements are positive and possible for each YP</p> <p>Actively planning for future living arrangements with family, LA etc.</p>	<p>Making decisions about how to spend free time</p> <p>Managing social media and other technology</p> <p>Online gaming and staying safe</p> <p>Belonging to different groups</p> <p>Friendships and relationships</p> <p>Understanding the bigger picture and building resilience</p> <p>Being safe on the streets</p> <p>Understanding alcohol and drugs</p> <p>Volunteering</p> <p>Understanding the criminal justice system</p> <p>Knowing where to go for help and how to use the emergency services</p>	<p>SRE</p> <p>Immunisation</p> <p>Managing more complex health needs</p> <p>Understanding what the GP can help you with</p> <p>Annual health check with GP if registered with a Learning Disability</p> <p>Mental health and wellbeing</p> <p>Drug and alcohol education</p> <p>Switching the screens off and getting a good night's sleep</p> <p>Taking responsibility for dental and optical appointments</p> <p>Managing your own health</p> <p>Transition to adult health services</p> <p>Knowing when you need to see the GP</p> <p>Staying physically active and healthy</p> <p>Understanding relationships, including sexual relationships</p>



## ENRICHMENT

### SUMMERWOOD CHI

Students can choose from a variety of enrichment activities each half term. These activities are developed to support students to access community leisure facilities, develop social skills and support wellbeing.



“I have learnt how to become more confident”



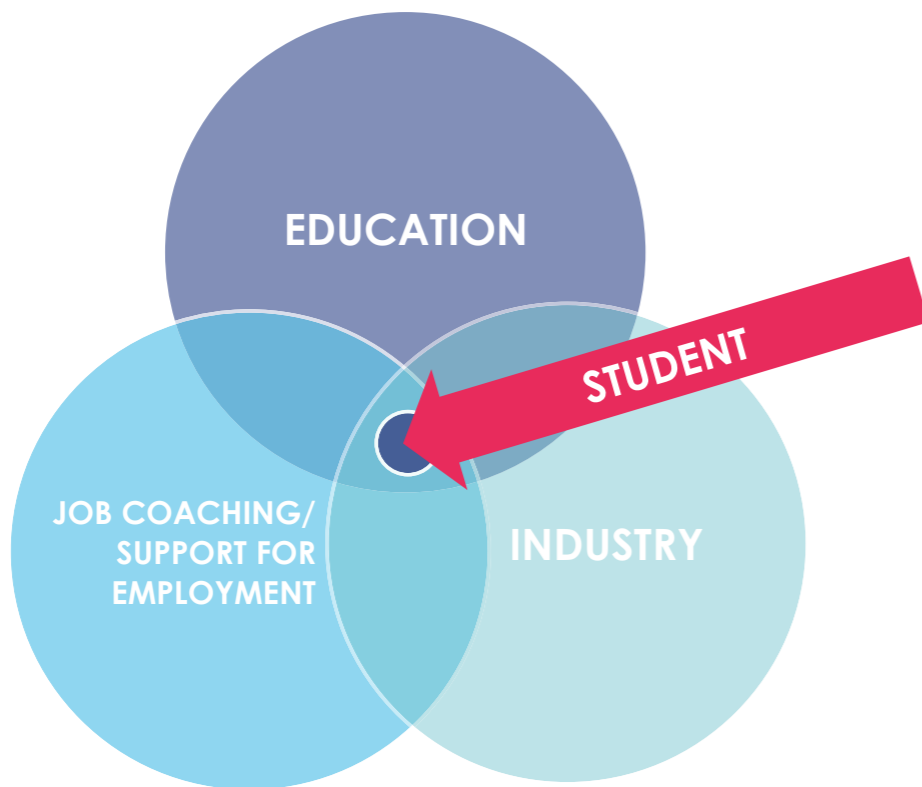
## CLASSROOM IN THE HEART OF INDUSTRY - CHI

Classroom in the Heart of Industry (CHI) is a unique Linwood School provision designed for students aged 16-19 who have an EHCP. It is a two or three-year programme designed to develop employability skills alongside gaining recognised qualifications.

The CHI project acts as a gateway to employment by providing training and experience to prepare young people for working life. CHI seeks to support and develop students' skills for employment.

CHI

We are committed to maximising the learning opportunities and ensuring successful outcomes for all our learners. Parties from education and industry are working together to deliver a productive and successful curriculum.



## DEVELOPING EMPLOYABILITY SKILLS

Throughout the CHI programme, we are looking at developing students' employability skills. All areas are assessed using our Employability Skills Framework, this ensures that we drive forward progression and achievement.

### Communication Skills

Communication skills are essential for employment, and we offer a variety of opportunities both within placements and within the training rooms to develop effective and appropriate communication.

### Self-Management and Organisation

We can support students through placements and job coaching to ensure that they are as presentable and organised as possible, therefore giving them the skills to sustain future employment.

### Motivation

We support students to develop resilience and ensure that they are motivated through assessment and an open dialogue of likes and dislikes in the workplace.

### Teamwork

There are lots of opportunities to develop teamwork through working in a range of departments and different businesses.

### Self-Awareness

This is an essential part of gaining and keeping paid employment. We support students to recognise their strengths and weaknesses and work on different aspects within the workplace. This is done in a supportive way, ensuring that students focus on improving their skills and moving forward into work.

Students also develop an understanding of the use of IT and commercial awareness.



"I feel more positive about my future"

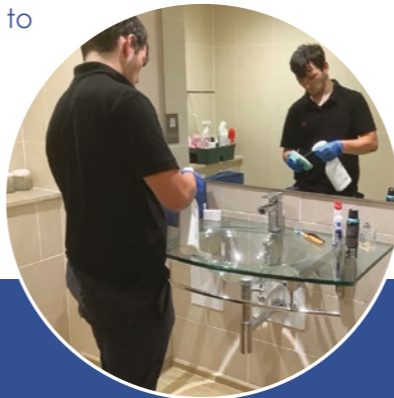
"I have liked everything about CHI, including getting a paid job"

## CHI – PROGRAMME OF STUDY

Year 1	Year 2	Year 3
<b>Placements</b>		
Marsham Court Hotel Tesco	Individual placements offsite two days per week Bargates for academic sessions	Individual offsite placements three days per week Bargates for academic sessions
<b>Qualifications</b>		
Functional Maths Entry Level 1 - Level 2 Functional English Entry Level 1 - Level 2 GCSE English / Maths where appropriate BTEC Workskills L1 ASDAN - Personal Social and Emotional Development L1 - L2		
Health and Safety at Work	Emergency First Aid at Work and Food Health and Hygiene where appropriate	
Daily Wellbeing sessions covering British Values, health and wellbeing, e-safety and relationships		

## OUTCOMES

Statistically, by taking this supported journey to employment, our students achieve far better outcomes than the national average for this demographic. Through gaining paid employment they have the opportunity to work towards becoming independent adults. It is widely recognised in the 21st century that diversity in the workplace is a vital and progressive approach to business, with employers recognising that the workforce should be as diverse and representative as the customer base.



## BUSINESS ENGAGEMENT

### GET INVOLVED

We are always keen to develop relationships with new employers to support our Post 16 offer.

This can be from offering talks or workshops, to work placements or experiences. If you think you might be able to offer a student a work placement, a site visit or perhaps you would like to come and talk about your area of expertise, we would love to hear from you!

Our current partners have found many benefits of being part of our Post 16 offer and are using the positive effects of being associated with such a forward-thinking approach to training young people.

### EMPLOYER QUOTES

"We found our student to be enthusiastic, quick to learn and integrated well into our small but very friendly team."  
Avonwood Primary School

"It is a pleasure for us to support a student in their development in the workplace. Such a wonderful project! We have seen our placement student grow in confidence and her happy personality has been a real asset to us all. Thank you so much for allowing us to be part of her journey."

"To be able to find such an enthusiastic student is rare but our student has brought something more to work here, his desire to please. I hope that this can rub off on the rest of our team as we will now be able to offer him a permanent contract." - AMB





**SKILLS CENTRE**

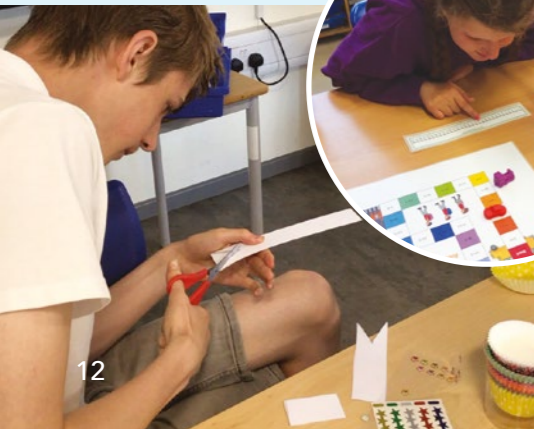
## SKILLS CENTRE

The focus within the Skills Centre is to develop skills and qualities that prepare students for adulthood. We are aspirational for our students and aim to prepare them for the next step of their adult life. Students are encouraged and enabled to make choices, express preferences and make decisions.

## INDEPENDENT LIVING / PREPARATION FOR ADULTHOOD

The course is designed to further develop and strengthen:-

- Social communication, self-help and physical skills.
- Self-esteem and self-confidence.
- Access and involvement in useful and enjoyable leisure activities.
- Support to access health and wellbeing facilities.
- Self-advocacy and decision making.
- Independence and autonomy through learning experiences which are meaningful to the students both now and in the future.



**CURRICULUM CONTENT**  
**INDEPENDENT LIVING SKILLS**  
**WORK RELATED LEARNING**  
**COMMUNITY ACCESS**  
**HEALTH AND WELLBEING**

## SUPPORTED BUSINESSES

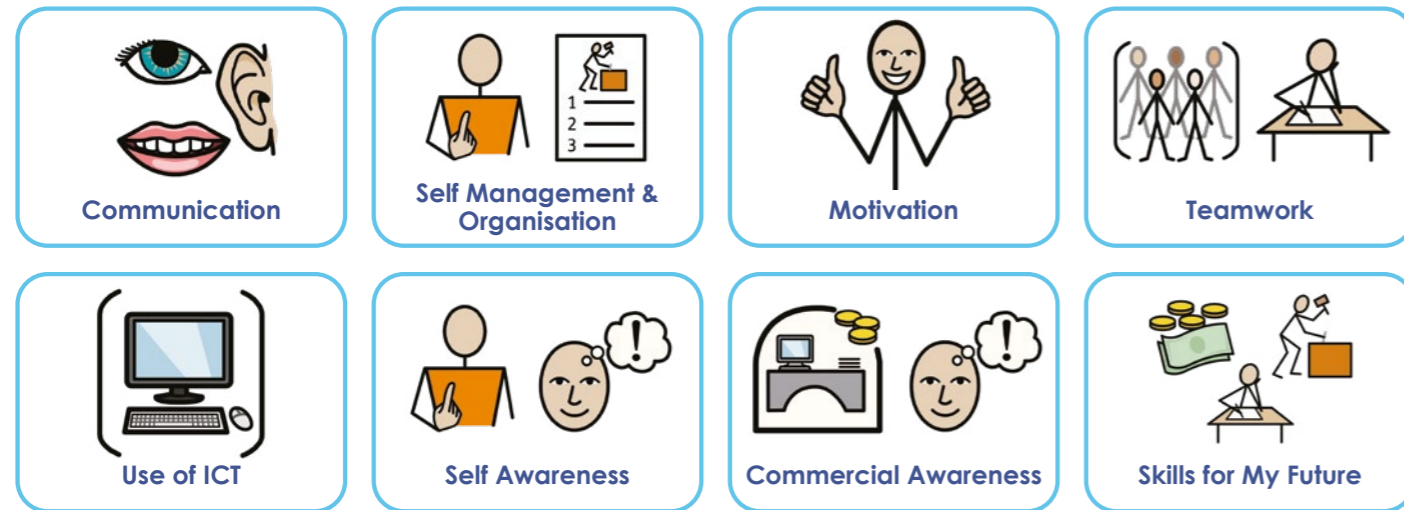
Students will be part of a work based supported business which will replicate the workplace. These businesses give the students the opportunity to develop skills and focus on their EHCP targets both individually and collectively. Businesses will run for two and a half days per week.

CREATE AND GROW	TASTY BITES	EXCELLENTZ DIGITAL AND MAKING
Making gifts, growing and selling plants.	Making and selling food, includes shopping, food hygiene, taking orders and delivering food.	Making and selling gifts. Digital - making videos, posters and presentations.



## SKILLS FOR MY FUTURE AND THE EMPLOYABILITY SKILLS FRAMEWORK

Students at The Skills Centre are supported to develop their employability and independence skills. They are supported in their learning through using the **Employability Skills Framework and Skills for My Future Framework**.



## SKILLS CENTRE - ACADEMIC

We value all our students at Linwood and foster high expectations of their abilities to learn and achieve. Where possible we have incorporated national schemes to support our curriculum, provide motivation for the students and a degree of external monitoring of the success of the course.

At present we participate in various forms of external accreditation schemes. Students will be involved in these schemes as appropriate:

- ASDAN Personal and Social Development Entry Level 1- 3
- Functional Skills at Entry Level in English and Maths
- Duke of Edinburgh Award



## VENTURE

The Venture shop is based at Bargates in Christchurch. The shop enables local makers and school enterprise projects to sell their goods within the shop. Profits made from the shop are reinvested in the students including opportunities for enterprise projects. Students form across Post 16 can work within the shop where they can start to work on customer service skills, stock control and budgeting.

### PARENT QUOTES

“We wanted to say a big thank you for all the support and encouragement... we are very proud of what he has achieved with your guidance and patience.”

“Since joining CHI, his education has excelled - he now believes in himself and has a positive outlook.”



“I was shy and a bit nervous when I started. I have changed, I am confident and have made lots of new friends”





For more in-depth info about a specific offer contact:

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