



Course Handbook

Key stage 4 & 5 students

September 2018

Introductory information

We deliver a curriculum to key stage 4 and 5 students aiming to maximise opportunities for all students to develop their knowledge, skills and understanding across a range of subjects. The intention is for students to access accredited courses at the most appropriate level to meet their individual needs.

Students working at Pre-Entry Level

- Literacy
- Numeracy
- PHSCE
- Independent Living Skills
- Community
- Speech and Language
- Wellbeing
- Physical Activities

Students working at Entry Level and Level 1/ Level 2

- English
- Maths
- Science
- ICT
- Speech and Language
- Wellbeing/Independent Living Skills

Students working at Entry Level and above will also follow a small number of additional subjects from the following options:

- Vocational Skills
- Catering
- Arts Award (Performing Arts, Art and Music)
- Community/Independent Living Skills
- Environmental Studies
- Creative Media Production
- Sport and Leisure

There are 3 distinct blocks where 2/3 subject areas have been timetabled to run at the same time based on the staffing resource, student needs, interests and ability of our KS4 & KS5 Cohort. It is intended to provide additional opportunities for study based on resource and the viability of running the group. This information will be available for parents at a later stage. As a small school there is a limit on the range of courses we can offer based on the small cohort of students we have in KS4 & KS5.

Block One Employability

 Catering

 Arts Award

Block Two Employability

 Environmental Studies

 Catering

Block Three Employability

 Creative Media Production

 Sport and Leisure

Some courses will follow the AQA Unit Awards in addition to the subjects above in recognition for students accessing wellbeing curriculum based on independent living skills and community activities.

All students will have a regular Speech language and communication taught session delivered by our team of specialists with expertise in this field. Speech and communication underpins the curriculum.

Linked to individual student Education Statements/Education Health & Care Plans, the Wellbeing Team will be responsible for delivery of appropriate programmes to meet their needs outside the academic curriculum.

Some students will access mainstream lessons at Ralph Thoresby in subjects suitable for our students, in negotiation with Ralph Thoresby School. This will be carefully managed and is likely to be set up at any point in the academic year to promote opportunities for mainstream inclusion.

Core Curriculum

Subject	English (Functional)
Examining body	Edexcel / OCR
Guided Learning hours	1-2 year course
Level	Entry Level 1,2,3 (Edexcel) Level 1, Level 2 (OCR)
Course description	<p>Functional skills are designed to equip learners with the skills to operate confidently, effectively and independently in education, work and everyday life.</p> <p>Functional Skills English at Entry Levels 1, 2 & 3, aims to ensure that each individual is able to communicate effectively and develop skills in:</p> <ul style="list-style-type: none"> • speaking, listening and communication • reading • writing <p>Functional skills are a component part of the Diploma, Apprenticeship and Foundation Learning programmes of study. They are recognised by colleges and employers. There is cross-over with the new GCSE allowing students to transition between the two qualifications.</p>
Course assessment overview	<p>Learners must pass each component (speaking and listening, reading and writing) at their chosen level in order to achieve the award for Functional Skills English.</p> <p>There are unlimited re-sit opportunities for learners who do not achieve the level required at the first attempt.</p>
Access arrangements	Students will have the appropriate access arrangements in place to support them in their examinations, to include; additional time to complete the examination; a reader; a scribe; access to specialist equipment.
Progression	<p>Once successful, students can progress to Functional English qualifications at a higher level, or GCSE English.</p> <p>Functional Skill qualifications, up to Level 2, are recognised by nearly all employers and colleges.</p>
Subject Lead	Daniel Sitkin

Subject	English Language (GCSE 9 – 1)
Examining body	Edexcel
Guided Learning hours	1-2 year course
Level	GCSE
Course description	<p>Students will draw upon a range of texts as reading stimulus and engage with creative, as well as real and relevant, contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.</p> <p>This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of standard English, deploying figurative language and analysing texts.</p> <p>For GCSE English Language students should:</p> <ul style="list-style-type: none"> • Read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction • Read and evaluate texts critically and make comparisons between texts • Summarise and synthesise information or ideas from texts • Use knowledge gained from wide reading to inform and improve their own writing • Write effectively and coherently using standard English appropriately • Use grammar correctly and punctuate and spell accurately • Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language • Listen to and understand spoken language and use spoken standard English effectively
Course assessment overview	<p>Paper 1: Fiction and Imaginative Writing (50%)</p> <p>Paper 2: Non-fiction and Transactional Writing (50%)</p> <p>Non-examination Assessment: Spoken Language Endorsement (separate to GCSE Language grade)</p>
Access arrangements	Students will have the appropriate access arrangements in place to support them in their examinations, to include; additional time to complete the examination; a reader; a scribe; access to specialist equipment.
Progression	GCSE English Language is recognised by all employers and colleges. Students with a Grade 6 and above can study A level English.
Subject Lead	Daniel Sitkin

Subject	English Literature (GCSE 9 – 1)
Examining body	Edexcel
Guided Learning hours	1-2 year course
Level	GCSE
Course description	<p>Students will explore a selection of texts in detail, including a Shakespearean play, a post-1914 British play or novel, a 19th-century novel, and a poetry collection from the Pearson Poetry Anthology.</p> <p>For GCSE English Literature students will:</p> <ul style="list-style-type: none"> • read a wide range of classic literature fluently and with good understanding, and make connections across their reading • read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas • develop the habit of reading widely and often • appreciate the depth and power of the English literary heritage • write accurately, effectively and analytically about their reading, using Standard English • acquire and use a wide vocabulary, including grammatical terminology, and other literary and linguistic terms they need to criticise and analyse what they read.
Course assessment overview	<p>Paper 1: Shakespeare and Post-1914 Literature (50%)</p> <p>Paper 2: 19th-century Novel and Poetry since 1789 (50%)</p>
Access arrangements	Students will have the appropriate access arrangements in place to support them in their examinations, to include; additional time to complete the examination; a reader; a scribe; access to specialist equipment.
Progression	GCSE English Language is recognised by all employers and colleges. Students with a Grade 6 and above can study A level English.
Subject Lead	Daniel Sitkin

Subject	Mathematics (Functional)
Examining body	OCR
Title	OCR Entry Level Award in Mathematical Skills (Entry Level)
Guided Learning hours	Units Developing Number skills - 20 guided learning hours. Position - 20 guided learning hours. Shape - 20 guided learning hours. Measure - 20 guided learning hours. Sequence and sorting - 30 guided learning hours. Understanding what money is used for-30 guided learning hours.
Level	Entry Level 1 – 3 Award
Course description	The qualification in Mathematical Skills provides a 'stepping stone' for students who may not be ready to work towards an Entry Level 1 Functional Skills qualification. It gives them the opportunity to have their achievements in relation to numbers recognised. Students engage in learning which is relevant to them and provides opportunities to develop Functional Maths skills, in number skills, position, shape, measure, sequence and, sorting and money.
Course assessment overview	Each unit within the qualification has specified assessment criteria which must be used. To achieve a 'pass' a learner must have satisfied all the assessment criteria. Internally assessed. Students acquire credits for units completed as follows- Developing Number skills - 2 credits. Position - 2 credits. Shape - 2 credits. Measure - 2 credits. Sequence and sorting - 3 credits. Understanding what money is used for - 3 credits. Students require 6 credits to gain the qualification. Credits can also be put towards Edexcel Entry Level Certificate in Personal Progress - 14 credits and Edexcel Entry Level Diploma in Personal Progress - 37 credits.
Access arrangements	Students will have the appropriate access arrangements in place to support them in their examinations, to include; additional time to complete the examination; a reader; a scribe; access to specialist equipment.
Progression	Functional Skill qualifications are recognised by nearly all employers and colleges. Once successful, students can progress to Functional Maths qualifications at a higher level.
Subject Lead	Daniel Sitkin

Subject	Mathematics (Functional)
Examining body	OCR
Title	OCR Functional Skills qualification in Mathematics- Level 1 and Level 2
Guided Learning hours	45 hours
Level	Level 1 and Level 2
Course description	<p>Functional Skills Mathematics, Level 1 and Level 2, aims to ensure that each individual is able to solve problems in real-life, functional contexts. Students will develop skills in representing situations using mathematics, analysing calculations and solving problems and interpreting solutions to problems using mathematics. The content links to the Key stage 4 Mathematics curriculum and includes the following units:</p> <ul style="list-style-type: none"> • Number • Fractions, decimals and percentages. • Ratio and proportion • Time • Measures • Drawing and measuring • Formulae • Area and Perimeter • Use and interpret data • Probability
Course assessment overview	<p>Each exam consists of one paper of 1 hour 30 minutes.</p> <p>The exam is externally assessed and is awarded a pass or fail grade.</p> <p>Each paper consists of three sections each worth 16 marks, total marks for the paper is 48. Within each paper the three process skills (representing, analysing and interpreting) will have similar weighting of 30-40% each and linked by a context or theme.</p> <p>There are eight assessment opportunities each year.</p>
Access arrangements	Students will have the appropriate access arrangements in place to support them in their examinations, to include; additional time to complete the examination; a reader; a scribe; access to specialist equipment.
Any other relevant information	Calculators allowed. Unlimited re-sits.
Progression	<p>Once successful, students can progress to Functional Maths qualifications at a higher level, or GCSE Maths.</p> <p>Functional Skill qualifications, up to Level 2, are recognised by nearly all employers and colleges.</p>
Subject Lead	Daniel Sitkin

Subject	Mathematics (GCSE 9 – 1)
Examining body	AQA
Title	AQA GCSE in Mathematics – Foundation Tier and Higher Tier
Guided Learning hours	2 years
Level	Foundation Tier grades 1 to 5, Higher Tier grades 1 to 9
Course description	<p>The course will enable students to:</p> <ul style="list-style-type: none"> • Develop fluent knowledge, skills and understanding of mathematical methods and concepts • Acquire, select and apply mathematic techniques to solve problems • Reason mathematically, make deductions and inferences, and draw conclusions • Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context <p>The course covers the following topics:</p> <ul style="list-style-type: none"> • Number • Algebra • Ratio, Proportion and rates of change • Geometry and measures • Probability • Statistics
Course assessment overview	<p>Externally assessed – May/June</p> <p>The qualification consists of three equally-weighted written examination papers at Foundation Tier.</p> <p>Paper 1 – Non-calculator Paper 2 – Calculators allowed Paper 3 – Calculators allowed</p> <p>Each paper is 1 hour 30 minutes</p> <p>The content outlined above will be assessed in each paper.</p> <p>Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.</p>
Access arrangements	Students will have the appropriate access arrangements in place to support them in their examinations, to include; additional time to complete the examination; a reader; a scribe; access to specialist equipment.
Any other relevant information	Resits November
Progression	GCSE Maths is recognised by all employers and colleges. Students with a Grade 6 and above can study A level Maths .
Subject Lead	Daniel Sitkin

Subject	Science
Examining body	AQA (Entry Level), OCR (Level 1 and Level 2)
Guided Learning hours	180
Level	Entry Level - Level 1/2.
Course description	<p>Students will either take the OCR Cambridge technical in science or the AQA Entry Level in Science – these are vocational courses made up of modules that the students can choose</p> <p>The mandatory module is science of the earth Other modules include Human behaviour and the science of telecommunications</p>
Course assessment overview	All coursework based – students build a portfolio of work
Access arrangements	Students will have the appropriate access arrangements in place to support them in their examinations, to include; additional time to complete the examination; a reader; a scribe; access to specialist equipment.
Progression	Once successful, students can progress to a Science qualification at a higher level.
Subject Lead	Caroline Maston

Subject	ICT
Examining body	OCR
Guided Learning hours	50 +
Level	Entry Level – Level 1/2
Course description	This course covers the use of ICT in a business environment. Students will learn how to use Microsoft Office products to produce a range of documents for a variety of business scenarios.
Course assessment overview	OCR-set tasks at each Entry Level and Level 1/Level 2. Learners will be required to use the internet and email software.
Access arrangements	Students will have the appropriate access arrangements in place to support them in their examinations, to include; additional time to complete the examination; a reader; a scribe; access to specialist equipment.
Progression	Once successful, students can progress to Functional ICT qualifications at a higher level.
Subject Lead	Michelle Hoole

Options Subjects

Subject	Catering
Title	Food Wise Short Course
Examining body	Asdan
Guided Learning hours	10 - 60
Level	Entry Level – Level 2
Course description	<p>The FoodWise Short Course gives candidates the opportunity to develop and accredit their practical cooking skills, as well as building knowledge of a variety of food-related issues.</p> <p>Units include:</p> <ul style="list-style-type: none"> • healthy eating. • basic food safety. • food preparation and presentation. • cooking on a budget. • entertaining. • the food industry. • practical cooking skills
Course assessment overview	Internally assessed and externally moderated
Access arrangements	Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in <i>Access Arrangements, Reasonable Adjustments and Special Consideration</i> by the Joint Council www.jcq.org.uk .
Any other relevant information	Students will be expected to provide their own ingredients for the practical cooking lessons and suitable containers to take their cooked food in afterwards.
Progression	Once successful, students can progress to catering qualifications at a higher level.
Subject Lead	TBC

Subject	BTEC Creative Media Production
Examining body	Pearson
Guided Learning hours	60 - 70
Level	Level 1
Course description	This course provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.
Course assessment overview	<p>Coursework 100%</p> <p>A minimum of 7 credits from the following units:</p> <ul style="list-style-type: none"> • Investigating Interactive Media Products (4 credits) • Developing Multimedia Products (4 credits) • Developing Video Products (4 credits) • Exploring Video Products (4 credits) • Exploring Digital Photography (4 credits) • Developing Animation (4 credits) • Developing Audio Production (4 credits) • Audio and Video Editing (4 credits) • Job Opportunities in Creative Media (4 credits) • Developing Creative Media Skills (3 credits) • Desktop Publishing Software (2 credits) • Using the Internet (1 credit)
Access arrangements	Students will have the appropriate access arrangements in place to support them in their examinations, to include; additional time to complete the examination; a reader; a scribe; access to specialist equipment.
Any other relevant information	The optional units will be chosen based on the interests of the students as a group. Students who successfully complete this course can progress to the Level 1/2 iMedia qualification
Progression	Once successful, students can progress to Media qualifications at a higher level.
Subject Lead	Dan Robbins

Subject	Employability
Title	Employability
Examining body	Asdan
Guided Learning hours	30 - 150
Level	Entry Level to Level 2
Course description	<p>The Employability qualifications provide a framework for developing and recognising general employability skills at Entry 2 to Level 2.</p> <p>Units include:</p> <ul style="list-style-type: none"> • Exploring job opportunities • Learning through work experience • Exploring business and enterprise • Customer service • Working with others
Course assessment overview	Internally assessed and externally moderated
Access arrangements	Students will have the appropriate access arrangements in place to support them in their examinations, to include; additional time to complete the examination; a reader; a scribe; access to specialist equipment.
Progression	Once successful, students can progress to an Enterprise qualification at a higher level.
Subject Leads	Michelle Hoole

Subject	Horticulture
Title	Gardening Short Course
Examining body	Asdan
Guided Learning hours	10 - 60
Level	Entry Level – Level 2
Course description	<p>The Gardening Short Course offers exciting and rewarding activities to develop skills and knowledge through gardening. This course helps learners develop practical gardening skills, as well as personal, social and work-related skills.</p> <p>Units include:</p> <ul style="list-style-type: none"> • Planting in the garden • Growing food on the allotment • Working under cover • Wildlife in the garden
Course assessment overview	Assessment is by means of a range of practical activities
Access arrangements	Students will have the appropriate access arrangements in place to support them in their examinations, to include; additional time to complete the examination; a reader; a scribe; access to specialist equipment.
Progression	Once successful, students can progress to a Horticulture qualification at a higher level.
Subject Lead	Sarah Cullen

Subject	Arts Award
Examining body	Trinity College
Title	Arts Award
Guided Learning hours	80 -120
Level	Entry Level - Level 1/2
Course description	<p>Students will have access to broad range of activities using a variety of creative activities</p> <p>Students can choose:</p> <ul style="list-style-type: none"> • Performing Arts • Art • Music
Course assessment overview	<p>Teacher assessments and evidence of students meeting the criteria will form the basis of assessments. Where students are able to access higher level qualifications provision will be put in place.</p> <p>Appropriate unit awards will be used as a form of accreditation for work carried out in this programme based on the individual needs of students</p>
Access arrangements	Students will have the appropriate access arrangements in place to support them in their examinations, to include; additional time to complete the examination; a reader; a scribe; access to specialist equipment.
Any other relevant information	Students will have an opportunity to consider the work of a range of artists from a variety of genres during the course.
Progression	Once successful, students can progress to an Arts Award qualification at a higher level.
Subject Lead	Vicky Kortekaas, Dan Robbins

Wellbeing, Independent Living and SaLT Teaching

Area	Emotional Literacy (KS4 Core Curriculum)
Programme	Emotional Literacy Assessment and Intervention GL Assessment Mindmate Lessons
Intervention	Designed intervention group based on needs.
Assessment	GL Emotional Literacy Assessment Score AQA Personal Social Education Unit 5
Description	<p>Emotional literacy concerns the ability of people to recognise, understand, handle and appropriately express their own emotions, and to recognise, understand and respond appropriately to the expressed emotions of others.</p> <p>The assessment uses questionnaires to gain scores around four key areas;</p> <ol style="list-style-type: none"> 1. Self-Awareness 2. Self-Regulation 3. Motivation 4. Social Skills <p>The skills that will be highlighted will be then used to provide interventions appropriate for each student this could be within groups, pairs or more 1:1 intervention.</p> <p>The intervention groups focus on developing emotional literacy skills and also developing replacement strategies for students.</p>
Frequency of intervention.	Interventions will usually occur in weekly designated groups. They will follow specific objectives as a group.
Subject Lead	Vicky Eustace and Wellbeing Team

Area	Social Emotional Aspects of Learning (SEAL) KS4 Core Curriculum
Programme	Secondary SEAL
Intervention	Designed intervention group based on needs.
Description	<p>This programme of learning is linked heavily to the emotional literacy sessions. Each area of the SEAL curriculum focus on promoting social and emotional skills across the school.</p> <p>The Key themes include;</p> <p>A place to learn – focusing on self-awareness. Learning together – focusing on social skills and empathy Keep on learning – focusing on motivation. Learning about me – focusing on understanding and managing feelings.</p>
Frequency of intervention.	Interventions will usually occur in weekly designated groups. They will follow specific objectives as a group.
Subject Lead	Vicky Eustace and Wellbeing Team

Area	Independent Living Skills (ILS) KS4 Core (From Person Centred Outcomes) Taught Option – Weekly
Topics covered	<ol style="list-style-type: none"> 1. Personal Care 2. Health and Hygiene 3. Self-Awareness 4. Daily Living Skills
Intervention	Designed intervention group or 1:1 intervention based on needs.
Assessment	Personal Targets from EHCP AQA Unit Award Scheme (UAS) AQA Personal Social Education Assessment of Functional Living Skills (AFLS)
Description	<p>Planned independent living skills sessions around areas of need for each students. These can often be taught in groups and where required in a 1:1 session.</p> <p>The assessment in this area will be linked to other elements of the KS4 curriculum and from students Person Centred Outcomes.</p> <p>Areas may include:</p> <ul style="list-style-type: none"> • Dressing • Toileting • Hygiene • Grooming • Eating & Drinking • Personal Organisation • Food Preparation – daily living. • Chores • Operating Appliances – daily living. • Health care • Vocational Skills • Personal Safety.
Frequency of intervention.	Key Skills Groups Intervention ILS Sessions as appropriate.
Subject Lead	Vicky Eustace and Wellbeing Team

Area	Community Access <i>KS4 Core from Person Centred Outcomes</i> Taught Option – Weekly
Topics covered	Personal Safety Leisure Activities Daily Living Skills Independent Travel Training (ITT)
Intervention	Designed intervention group based on needs.
Assessment	Personal Targets from EHCP AQA Unit Award Scheme (UAS) AQA Personal Social Education Unit 10 Assessment of Functional Living Skills (AFLS)
Description	A planned programme of access to increase range of independent life and leisure skills in the community. Working on teaching skills in a differentiated and systematic way to allow for students to gain more familiarity in their local community. Access may include: <ul style="list-style-type: none"> • Shopping • Leisure Centre • Road Safety • Entertainment visits • Outdoor activities • Public Transport • Daily services – Banking, vocational etc. • Gym use The aim of the session will look at increasing self-awareness and developing independence.
Frequency of intervention.	Key Skills Groups Intervention ILS Sessions as appropriate.
Subject Lead	Vicky Eustace and Wellbeing Team

Area	Relationship and Sex Education (RSE)
Intervention	Small group designated sessions.
Assessment	AQA Unit Award Scheme (UAS) AQA Personal Social Education Unit 3 Assessment of Functional Living Skills (AFLS)
Description	<p>Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of SRE key skills groups across school and will link with the PSE curriculum. As a school we promote safeguarding of our young people through preventative safety teaching.</p> <p>Examples of topics that may be covered;</p> <ul style="list-style-type: none"> • Changes to body and timeline of change • Menstruation • Public and Private behaviours. • Relationship Identification and circles of intimacy. • Masturbation • Sexual Health • Safety on internet and social media. <p>Teaching will occur as appropriate to students and discussed with parents before starting.</p> <p>The teaching in this area will fit with national guidance and also with the schools RSE policy.</p>
Frequency of intervention.	Key Skills Groups ILS Sessions as appropriate.
Subject Lead	Vicky Eustace and Wellbeing Team

SaLT – Language and Communication Programme

“Without support poor communication skills can impact on a person’s academic success as well as social and emotional development”.

(ICAN: Speech, Language and Communication in Secondary Aged Children)

The whole school policy at Lighthouse allows all students to access communication support in the following forms depending on their needs:

By KS4 we are very aware of each student’s needs and what support is required.

Intervention and support can take the form of 1 or all of the following;

- 1:1
- Small group
- Classroom/curriculum intervention
- Self-referral
- Inclusion at our partner school

All students are assessed on a regular basis to monitor progress and develop an individual programme which can include any of the following:

- Social use of language
- Content of language
- Articulation (where appropriate)
- Understanding of language
- Understanding of questions

Specific areas of difficulty in 14 to 18 in the ASC age group include;

- Narrative
- Vocabulary
- Social communication
- Understanding figurative or literal language
- Information processing

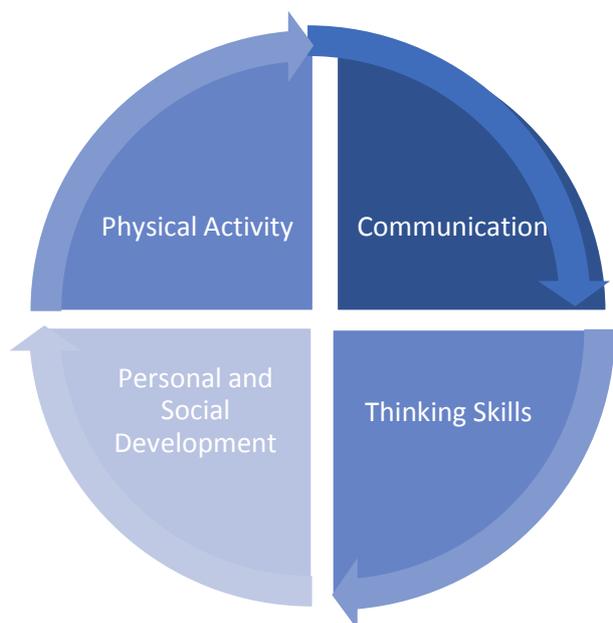
Support is provided through;

- Ensuring communication targets are embedded at a universal level
- Strategy based approach, based on developing metalinguistic skills, i.e. reflection and analysing language i.e. how to communicate not just what to communicate
- Skilled and confident staff
- Close links with the curriculum
- Functional approach
- Links with emotional and social aspects such as friendship and independence

Recognition and monitoring of Communication skills is through regular objective and subjective assessments.

Speech and language staff: Dianne Kitching & Elspeth Raby

Pre-Entry Level Curriculum

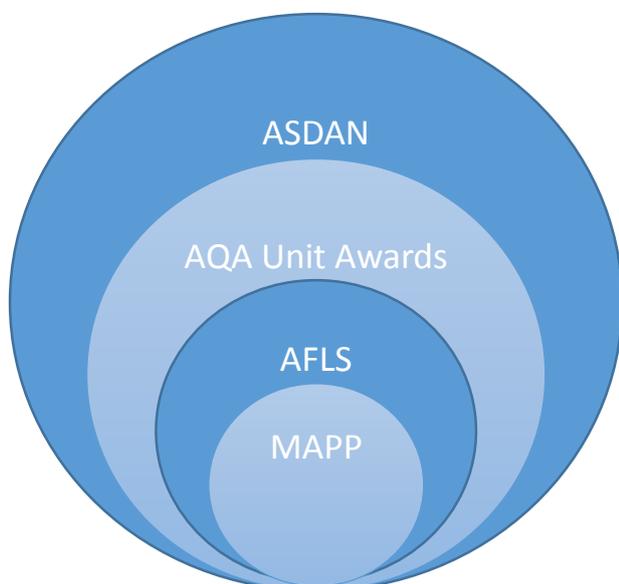


The curriculum for students working at pre-entry level focuses around 4 key areas:

- Communication
- Thinking Skills
- Personal and Social Development
- Physical Activity

This is delivered through a range of subjects and activities that are designed in a student-centred way.

Communication	Thinking Skills	Personal and Social Development	Physical Activity
Speech and Language Literacy Community Embedded in all areas of the curriculum	Numeracy Science & Enterprise Community Independent Living Skills	Community PHSCE Personal targets Independent Living Skills Building interests Leisure skills Health and hygiene Shopping practice Food skills Sport and fitness	Occupational Therapy programs Physio programs Stretching and relaxation Sport and fitness Sensory activities



Assessment of these areas uses one of the following systems:

MAPP

Mapping and Assessing Personal Progress

AFLS

Assessment of Functional Living Skills

AQA Unit Awards and Asdan

A suite of qualifications at Pre-Entry and Entry Level

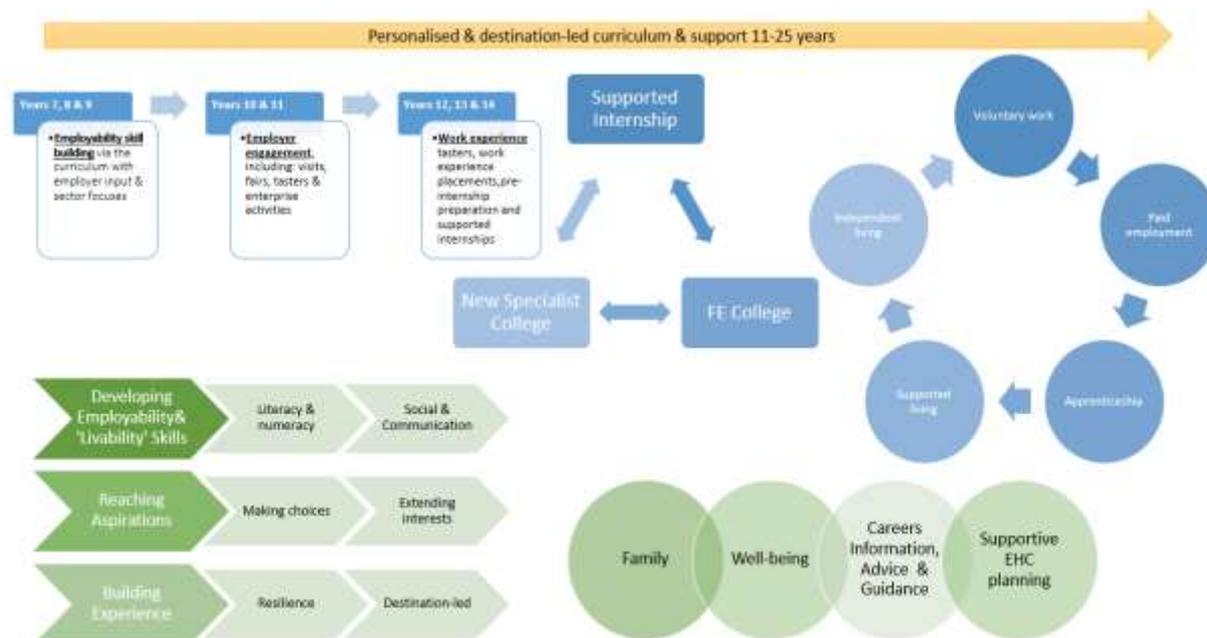
ASDAN

A range of qualifications at Pre-Entry and Entry Level

Work experience and supported internships

Every student receives Careers Education, Information, Advice and Guidance to enable a personalised destination-led curriculum to be planned and delivered. The School provides tailored work experience opportunities to further enhance and support the aspirations of our students and enable them to develop their employability and liveability skills.

There is no set timeframe as to when a student would access work experience or a Supported Internship. Every student takes a personalised journey with all teams in School ensuring that the student is fully prepared and supported for each next step.



The Lighthouse Futures Trust is a charity set up to work with young people with great skills and talents who have a learning disability or Autistic Spectrum Condition, supporting them into the world of work.

The Trust is working with the School to develop work experience and Supported Internship opportunities for our students via their Talent City Programme.

Talent City 1 enables students to access work experience opportunities to develop key life and employability skills within the charity microbusinesses, generally one-day-per-week for one academic year.

These include:

Keepers Coffee and Kitchen

Branching Out Gardening & Ground Services

Keepers Create – manufacturing and production, inc. soap, candles and silk scarves – opening Autumn 2018!

Talent City 2 is a unique supported internship programme that removes the barrier of online recruitment and allows students to flourish in a real life working environment supported by specialist Job Coaches.

Interns commit to a highly-tailored role designed to match their abilities, interests, and talents. They gain transferrable life and work skills, invaluable experience with a large well known organisation and outstanding references to help them to achieve sustainable employment in the future.

Groups of between three and six interns work in a single organisation supported by one or two job coaches. Internships generally start at three days-per-week and can build to five, depending on the student and employer placement. The programme lasts for one academic year.

This model has been successfully delivered with prestigious companies including Yorkshire Water, KPMG, Harewood House, Leeds City Council Parks and Gardens and the John Lewis Partnership. Exciting opportunities are to go live in autumn 2018 with businesses including Johnson & Johnson, Leeds Primary Care Trust, Northern Gas Networks, and Pinsent Masons.

For further information please go to: www.lighthousefuturetrust.org