

The Orchard School – Key Stage 4 Plan and Programme 2025-2026



“Everyone Matters, Everyone Cares”

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| Careers Curriculum Overview | <p>We want our pupils to experience a careers curriculum, which will encourage our pupils to grow an awareness of the world of work and what they can aim for as they prepare for Post 16 transition and adulthood.</p> <p>This includes a breadth of opportunities and experiences that our pupils can start to build their own future pathways on.</p> <p>We are fully aware of the difficulties our pupils encounter due to the nature of the needs and we work to ensure they have the same opportunities regardless.</p> | | |
| Careers Curriculum Intent | <p>All students to have access to careers curriculum throughout key stages 3 and 4.</p> <p>Engage with local employers and organisations to enable work visits, work experience and visits in school to speak to students.</p> <p>Engage with Kent and Medway Careers Hub, Enterprise Coordinator and Adviser to forge new links with employers and organisations as well as develop curriculum.</p> <p>Provide unbiased careers advice and support.</p> <p>Work alongside pupils and their families to prepare for transition to post 16.</p> <p>All pupils to leave KS4 with a post 16 placement named in their post 16 EHCP.</p> | | |
| Careers Curriculum Implementation | <p>All pupils will have access to the appropriate level of careers curriculum.</p> <p>All pupils will be given the opportunity to experience meaningful encounters with work places and employers (minimum of 2 per key stage as directed by “Careers guidance and access for education and training providers Statutory guidance for schools and guidance for further education colleges and sixth form colleges” (September 2022)</p> <p>All pupils will be given the opportunity to attend a Careers Fair</p> <p>All pupils will be given the opportunity to participate in Careers Week and National Apprenticeship Week</p> | | |
| Pathways | <p>Nurture & Structure/Structure+</p> <p>For students who benefit from a more nurturing environment and structured classroom set-up. Students may have complex learning needs such as an attachment disorder, which present as extremely vulnerable including extreme anxiety and/or refusal. Some may have ASC or complex Communication and Interaction needs.</p> | <p>Explore & Inspire</p> <p>For young people with SEMH, Speech, Language and Communication difficulties, ASC, ADHD, hearing and/or visual impairments who require a kinaesthetic approach to their learning and prefer a more vocational curriculum with overarching themes that are of significance for individuals and provides relevant learning contexts. Also for those learners capable of being stretched to raise their aspirations for achievement to access a challenging academic curriculum</p> | <p>Part time and alternative timetable</p> <p>A highly individualised curriculum to support students in crisis. Highly differentiated it focuses on supporting children who have become disengaged from learning or need crisis intervention support with a solution-focussed approach.</p> |
| Typical Qualifications Studied | Unit Awards, BTECs, Functional Skills and some GCSEs. | GCSEs, BTECs Functional Skills levels 1 & 2 and vocational qualifications | Functional Skills in English and Maths. |
| Aim | To participate as a group/individually in a curriculum that focuses on developing pupil’s communication, social, emotional, physical development & contributing to the wider community as well as developing life skills for independent living and work-related learning. | To participate as a group in a curriculum that is focussed on work-related learning skills, careers, employability and enterprise education and enable the individual to access social, cultural and leisure activities. | To participate in a curriculum as a group that focuses on supporting pupils to engage with practical skills that are needed in adult life and will enable the students to gain confidence and be successful. |
| Year 10 | Guest speakers in assembly Community week Careers Fairs | Guest speakers in assembly Community Week Careers Fairs | Guest speakers in assembly or to a small group of students. Community Week |

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| | <p>EHCP Annual Reviews where Post 16 Transition discussed Employer encounters in school Access to Holistic Curriculum Employment skills workshops/lessons Encounters with post 16 education and training providers Participate in National Apprenticeship Week Activities Post 16 Options Information Event including speakers from Post 16 Training and Education Providers Work experience opportunities Weekly dedicated careers lessons Duke of Edinburgh Project</p> | <p>EHCP Annual Reviews where Post 16 Transition discussed Employer encounters in school Access to Holistic Curriculum Employment skills workshops/lessons Encounters with post 16 education and training providers In School Work Experience (where appropriate) Post 16 Options Information Event including speakers from Post 16 Training and Education Providers Work experience opportunities Weekly dedicated careers lessons Duke of Edinburgh Project</p> | <p>Careers Fairs Access to Holistic curriculum EHCP Annual Reviews where Post 16 Transition discussed Employer encounters in school Understand what motivates students Careers lessons, Life & Independent Living Skills via outreach packs</p> |
| Year 11 | <p>Visits to Post 16 providers, Work Visits and Volunteer Work Experience EHCP Annual Reviews where Post 16 Transition discussed Guest speakers in assembly Employer encounters in school Access to Holistic Curriculum Weekly Work Skills lessons including input from The Education People, DWP Support for Schools’ Adviser and Disability Advisers. Support with transition to post 16 placements Recognition of careers within topics in Maths and Science Travel Training Enabling students to attend transition events at their post 16 placement once named in their post 16 EHCP</p> | <p>Visits to Post 16 providers, Work Visits and Volunteer Work Experience EHCP Annual Reviews where Post 16 Transition discussed Guest speakers in assembly Employer encounters in school Access to Holistic Curriculum Weekly Work Skills lessons including input from The Education People, DWP Support for Schools’ Adviser and Disability Advisers. AQA Unit Awards in Work Skills Lessons Support with transition to post 16 placements Recognition of careers within topics in Maths and Science Supported Internal Work Experience Travel Training Enabling students to attend transition events at their post 16 placement once named in their post 16 EHCP</p> | <p>EHCP Annual Reviews where Post 16 Transition discussed Guest speakers in assembly or to a small group of students. Employer encounters in school Understand what motivates students Guidance on Careers, Life & Independent Living Skills Attend Post 16 Open Days Support from The Education People At Risk of NEET team Enabling students to attend transition events at their post 16 placement once named in their post 16 EHCP</p> |
| Curriculum Impact | <p>Pupils will successfully transition to a post 16 provision as named in their post 16 EHCP As a school we will aim to have 0% NEETS Pupils will have had the opportunity to experience a wide range of opportunities, interests and options to help them make informed decisions about their futures. Pupils will have developed appropriate skills and qualities to make them employable whether in paid employment or voluntary. Pupils will understand the value of having work and commitments in their lives</p> | | |