

**I Interesting Practice in Skills (3-18) – Developing the Young Workforce context:**

**Sanderson High School : Tailored learning pathways to meet the needs of all**

The following document provides a brief summary of the key elements of this approach:

**1. Introduction**

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| **Establishment** | Sanderson High School |
| **Contact name and details** | Mrs Aisling Boyle,  Head teacher  Sanderson High School  [headteacher@sanderson.s-lanark.sch.uk](mailto:headteacher@sanderson.s-lanark.sch.uk)  01355 588 625 |
| **About the establishment/ programme** | Sanderson High School is a non-denominational ASN Secondary School with a roll of 103 which serves East Kilbride and the surrounding area and caters for pupils with Additional Support Needs from S1-S6. At Sanderson High School we value all of our pupils equally and provide them with a range of individualised education programmes which are designed to meet their needs and prepare them for life after they leave school.  We believe in challenging all our pupils to achieve their full potential both in attainment and through recognising their gifts and talents in all areas.  We are also committed to developing the qualities and values in our young people which ensure they become active participants in their local communities. |
| **Main tags (please delete / add)** | Secondary,  Employability  Employer engagement  Training provider  Equalities and inclusion  Parents  Senior phase  Career Management Skills  Skills for learning, life and work |

**2. Current developments:**

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| **What are you doing just now?** | A whole school approach to developing our young workforce.    Tailored curriculum:   * Three pathways to meet needs of all pupils; * A discrete subject, Education for Work, is delivered through the curriculum to all pupils from S1-S6, SQA certificated in Senior Phase classes; * PSE- Profiles S1-3 and Senior Phase; * Health & Wellbeing Tracking, encouraging development of four capacities; * Whole school focus on developing real life Literacy and Numeracy through discrete subjects; * Enterprise as a subject; * Interdisciplinary Learning is accredited; * Wider Achievement – promoting independence, travel training, lifeskills and accredited programmes;   Planned Partnership Opportunities:   * Calderglen High School from S1-S6; * College provision for all S4-S6 pupils- through various programmes at 3 colleges; * Flexible, pupil centred work placements and mutually beneficial partnerships with local businesses such as The Furnishing Service and Sainsbury’s; * Whole school skills tracking system based on Bloom’s taxonomy is used in every lesson, work placements, college and annual residential trips; * Skills Development Scotland meet and work with pupils from S1-S6 developing Career Management Skills * Supported employment input from South Lanarkshire Council; * Industry Day – supported annually by 25+ businesses; * Interdisciplinary learning   In the classroom:   * Rights based behaviour management policy; * Skills discussion in every class – colour coded visuals; * Learning Intentions and Success Criteria clear in every lesson; * Pupil Targets are set in literacy, numeracy and health & wellbeing by all staff and pupils, and are discussed in class; * Teacher planning is focused on planning for the integration of skills in the lesson; * College partners using our skills tracking in lessons. |
| **How was this done?** | At Sanderson HS, preparing pupils for joining the workforce, by providing meaningful and appropriate opportunities (through our curriculum and our partnerships), is a process that was started a number of years ago. A commitment to preparing pupils for employment and delivering their entitlement is a significant feature of our curriculum. It was started through the development of a new subject, Education for Work (EFW) and was initially delivered to senior pupils. This approach then evolved to the delivery of EFW in the BGE phase also. More recently, new developments in terms of skills tracking and development across all learning (in school, college and work placements), as well as Enterprise, Wider Achievement, IDL and literacy and numeracy subjects have further provided pupils with opportunities to receive their entitlements and also provide a clear progression and link between BGE and Senior Phases. |
| **What is the (intended) impact of your initiative/programme?** | Inclusion, equity and equality:   * The skills and qualities that pupils with additional support needs can and will bring to the workforce are recognised; * That all pupils know why they are learning skills, and that they know when, where and how to apply them and in a variety of settings and that they have the confidence to do so; * That all staff know that they are responsible for developing the young workforce, and that it is no longer just the responsibility of a ‘careers worker’ or SDS. |
| **What have you learnt from your journey so** | It may already be apparent to all, but partnerships are fundamental in the development of the young workforce. We are fortunate in our relationships and are always conscious of the need to continue to nurture and evaluate these partnerships to the benefit of all pupils. At the same time our partners also readily inform us, that although it can be challenging providing support to our pupils, their staff regularly comment on the positive aspects of providing opportunities to our pupils. |
| **Best piece of advice** | Collaboration is fundamental (parents, businesses etc.). The endeavour required to develop, evaluate and maintain meaningful relationships can’t be underestimated. |
| **CfE/Curriculum link/ skills development** | A wealth of areas are addressed and developed but developing the necessary Skills for Learning, Life and work are at the core. |
| **Wider DYW context?** | Having joined the Chamber of Commerce we will continue to develop new and existing partnerships.  We are expanding our opportunities at colleges for pupils and this will also continue. |
| **Partnerships** | In our partnerships with The Furnishing Service and Sainsbury’s, pupils are placed on short or long term, supported or independent programmes which are initiated after discussion with parents/carers, pupils and partners and at a time when the pupil is ready to participate. These placements offer real life meaningful experiences for pupils. |
| **Standards and guidance materials** | Did you use any of the following documents in preparation or alongside the development of this project:  [Career Education Standard](http://www.educationscotland.gov.uk/Images/CareerEducationStandard0915_tcm4-869208.pdf) Yes  [Work Placements Standard](http://www.educationscotland.gov.uk/Images/WorkPlacementStandard0915_tcm4-870517.pdf) Yes  [School/Employer Partnership Guidance](http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/dyw/schoolemployerpartnerships/index.asp) Yes |
| **Watch this space!** (where we are going next!) | We will provide more opportunities for pupils, who need and desire alternatives to what we already have. Our desire to prepare our pupils for the workplace is not new and to that end we know we need to always increase links with partners to meet the diverse needs of our pupils. |
| **Quotation** | “*We were delighted and extremely proud to be part of the awards team visit. On a personal level, I was in awe at all the fantastic work you and your colleagues do on a day to day basis. It’s quite amazing*”. Randle Wilson, Managing Director, The Furnishing Service. |

**3. Added value**

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| **Resources** |  |
| **Web links** | http://www.sandersonhighschool.co.uk/ |
| **Contacts** (in case people want to find out more) | Mrs Aisling Boyle Head Teacher  Mr Kenny Balmain PT and DYW lead  01355 588 625 |