

## Interesting Practice Skills (3-18) – Developing the Young Workforce context:

### Park School: Learning Pathways for ASN learners

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

#### 1. Introduction

<b>Establishment</b>	Park School
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<b>About the establishment/ programme</b>	Park School is a non-denominational ASN all through school. The school has a roll of 186 which serves Kilmarnock and the surrounding area and caters for pupils with moderate Additional Support Needs from Pr1-S6. At Park School we provide our pupils with a nurturing environment that aims to meet their individual needs and prepare them for life after they leave school. We provide challenge and pace to ensure that pupils can achieve their full potential. Through our school vision that learning is for life beyond school we aim to develop the skills & qualities to ensure that our pupils are active participants in their local communities.
<b>Main tags (please delete / add)</b>	Skills for learning, life and work Secondary, Employability Employer engagement Training provider Equalities and inclusion Positive destination Senior phase Career Management Skills Skills for learning, life and work

## 2. Current developments:

<b>What are you doing just now?</b>	<p>A whole school approach to developing our young workforce.</p> <ul style="list-style-type: none"><li>• Through funding from DYW we have three working projects which are stepping stones to the wider world of work for our young people.</li><li>• We have a Barista Café , a Shimmer &amp; Shine beauty bar &amp; The Cycle Shed where we undertake bicycle maintenance</li><li>• Career Education is the golden thread through the curriculum delivered in our projects</li><li>• Careers Education begins in our primary dept. where pupils run a tuck shop as well as learn about the world of work in curricular topics ie people who help us at home, in school &amp; in the wider community.</li><li>• Careers Education In BGE it also a discrete subject but lends itself to IDL as well as enterprising projects</li><li>• DYW is delivered through class timetabled lessons as well as in our DYW community projects</li><li>• In Senior Phase S4 – S6 career education is delivered in SQA certificate classes; as well as through work experience , extended work placements with local companies as well as within the DYW community projects running in school</li><li>• Careers Education is incorporated in pupils CV and their PSE- Profiles S1-3 and Senior Phase;</li><li>• Within core lessons as well as discrete subjects we have a whole school focus on developing real life Literacy and Numeracy.</li><li>• Our DYW projects run as authentic businesses with members of the public accessing them. Thus developing customer service skills for our young people.</li><li>• Interdisciplinary Learning is accredited through the projects we deliver</li><li>• Our approach lends itself naturally to pupil's wider achievements – promoting independence &amp; travel training being an example.</li><li>• Pupils are intrinsically motivated to get to their work placement and therefore are motivated to independently travel. They have a purpose and reason why and this combined with increased confidence and resilience is a natural progression for them.</li></ul> <p>Planned Partnership Opportunities:</p> <ul style="list-style-type: none"><li>• Flexible, pupil centred work placements and mutually beneficial partnerships with local businesses has enabled for example one of our young people to gain employment and another young person to secure a mainstream college placement</li><li>• One young person gained knowledge and skills in Barista and this resulted in a work experience opportunity in a</li></ul>
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	<p>local restaurant. The restaurant owner then offered the young person a paid position. The young person then developed through travel training to become an independent traveller.</p> <ul style="list-style-type: none"> <li>• Having the opportunity to transfer their skills in different environment and being able to travel independently has led to the young person gaining a modern apprenticeship with the local council.</li> <li>• Another young person gained work experience in a local garage this leading to SQA qualifications and the opportunity to attend a mainstream motor mechanics course at college</li> <li>• Having authentic partnerships and opportunities through first utilising the opportunities on offer in school and then transferring those skills to the local community can and has led to positive destinations , accreditation and ultimately better opportunities for sustainable outcomes for our young people with additional support needs</li> <li>• We ensure that teacher planning is focused on planning for the integration of work related skills in the lesson;</li> </ul>
<p><b>How was this done?</b></p>	<ul style="list-style-type: none"> <li>• By having access to our in house working environment that models the world of work in an authentic way helped to give a context that replicated real life for our young people.</li> <li>• By having a community café and a beauty bar and cycle repair shed we had resources to utilise.</li> <li>• These resources enabled the local community to be part of the working life of the school. Thus giving the pupils the scaffolding to develop the skills for work ,</li> <li>• This then was further extended as we could then offer pupils the opportunity of work linked to the skills they had developed in school.</li> <li>• The work experience could then be varied depending on the young person .This could be one day a week or in a set block.</li> <li>• The work experience is derived from the pupil's profile of work related skills and the type of job they would be suited for as well as a job that meets their interests.</li> <li>• Online platforms were used to create the profile which then carved out a pathway to further build the skills needed for a particular job.</li> <li>• Pupils had the opportunity for perceived diversity to be honed and developed. For example one young person who has a diagnosis of autism was very interested in cars. He could strip down a car engine and identify faults as his knowledge of cars surpassed a layperson's. Utilising this young person's skills and talents he secured a work placement in a local garage. This led to him gaining qualifications and now attending college with the prospect of working in the motor industry.</li> <li>• Due to his personal interest and skills in a particular area we could create a learner pathway which resulted in a positive outcome</li> </ul>

<b>What is the (intended) impact of your initiative/programme?</b>	<ul style="list-style-type: none"> <li>• That the pupils secure jobs or training to lead to work</li> <li>• That the pupils will have confidence in their own ability , skills and talent</li> <li>• That pupils know the “why” in what they are learning and that they understand that learning has purpose to them</li> <li>• That the skills they learn are transferable</li> <li>• That developing the young workforce is the responsibility of all across the curriculum and as such skills learned in any subject should be transferable for the young person and they knows this.</li> <li>• That there are no barriers to the world of work</li> </ul>
<b>What have you learnt from your journey so</b>	<ul style="list-style-type: none"> <li>• Having the right curriculum and resources to meet the young persons need is key.</li> <li>• Ensuring the skills developed are transferable.</li> <li>• Building the young person’s confidence &amp; resilience while ensuring the work placement and experience builds on the work of the school.</li> <li>• Once you have the partnership working the young person soars.</li> <li>• They soar so much they exceed expectations’ and they become the driving force of their own future that results in true empowerment</li> </ul>
<b>Best piece of advice</b>	Ensure that the work experience and skills being developed are in collaboration with the young person, as well as the business link, parents and carer. Always ensuring your approach is child centred is key to meet the young person’s individual additional support needs.
<b>CfE/Curriculum link/ skills development</b>	<ul style="list-style-type: none"> <li>• Our Skills for Learning, Life and work are at the curricular core.</li> <li>• However we also have numerous areas which are addressed and developed in softer skills which are transferable to the work place</li> </ul>
<b>Wider DYW context?</b>	<ul style="list-style-type: none"> <li>• We have links with Ayrshire College to support our future DYW projects and ensure sustainability.</li> <li>• We have a range of existing partnerships and are actively developing more.</li> <li>• We have links with the chamber of commerce and SDS to further enhance opportunities.</li> </ul>
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>• In our partnership with businesses we are able to offer our pupils experiences and opportunities to transfer their skills in a real life context.</li> <li>• This enables pupil’s individual talents &amp; skills to be developed and honed to enable them to have the best outcomes.</li> <li>• We have partnerships with, local restaurants, garages, hotels, retailers as well as in house partnerships within the local council who assign a link person to ensure opportunities are not missed.</li> <li>• We have partnerships with Kilmarnock Football Club , The Laird’s Table , Power Transport , Tesco , Asda ,</li> </ul>

	The Galleon Leisure Centre , Mitie , EAC , WG13, Ayrshire College etc.
<b>Standards and guidance materials</b>	Did you use any of the following documents in preparation or alongside the development of this project: <a href="#">Career Education Standard</a> <u>Yes</u> <a href="#">Work Placements Standard</a> <u>Yes</u> <a href="#">School/Employer Partnership Guidance</a> <u>Yes</u>
<b>Watch this space!</b> (Where we are going next!)	<ul style="list-style-type: none"> <li>• We are developing more opportunities for pupils by introducing horticulture and developing a market garden in the new academic session.</li> <li>• We will also link with Ayrshire College to not only develop skills for life but also for the world of work in growing and selling fruit and vegetables.</li> <li>• We aim to prepare pupils to be part of Scotland's future workforce...</li> <li>• We aim to incorporate Meta skills in our profiling of our young people to ensure that future employers have the breadth and depth of information in relation to the skills and qualities of our young people.</li> </ul>
<b>Quotation</b>	<p><i>"I am delighted my son has gained an apprenticeship through his work placement and skills developed in school. I never thought this would be possible " Mrs Wilson Parent</i></p> <p><i>" Park School Grand Park Café has taught me how to use a Barista which led to me getting a work experience placement and that experience has now got me a permanent job "</i>  <i>K Wilson S5 Pupil</i></p>

### 3. Added value

<b>Resources</b>	
<b>Web links</b>	
<b>Contacts</b> (in case people want to find out more)	Mrs Carol-Anne Burns      Head Teacher 01563 549988