



# The Pines School Careers Programme 2025-26

## Year 1

Gatsby Benchmark	Autumn Term	Spring Term	Summer Term	Additional	CDI Framework
<b>Learning about and exploring work and careers (Benchmark 2 and 4)</b>	<p>Topic: <b>Come and Play</b> - explore jobs related to <b>Retail and Sales</b>.   <b>Explore jobs people do in shops and toy shops</b> (Working on a till, stacking shelves, cleaning).</p>	<p>Topic: <b>Weather and Seasons</b> - explore jobs related to <b>Media and Internet</b>.   <b>Explore jobs people do on TV and Film</b> (Presenters, Actors, YouTube personalities).</p>	<p>Topic: <b>People who help us</b> - explore jobs related to <b>Hospitality</b>.   <b>Explore jobs people do in the service industry</b> (restaurants, cinemas, supermarkets).</p>	EHCP Review Paperwork – child and parents' views - child views and aspirations.	Explore possibilities Balance life and work
<b>Encounters with employers and experiencing work (Benchmark 5 and 6)</b>	<ul style="list-style-type: none"> <li>Shop role play.</li> <li>Exploring and playing with money.</li> <li>Explore pictures / sensory experience of toy shops.</li> <li>Explore toys.</li> </ul>	<ul style="list-style-type: none"> <li>Explore recording and watching videos / taking and looking at pictures and photos.</li> <li>Explore familiar people or characters on TV, Film and the Internet.</li> <li>Film / presenting role play.</li> </ul>	<ul style="list-style-type: none"> <li>Explore role play relating to restaurants / serving / cooking.</li> <li>Explore food and kitchen equipment.</li> <li>Explore pictures / sensory experience of a range of familiar shops / places of entertainment.</li> <li>Explore making simple recipes (popcorn / DT food planning).</li> </ul>	Visits to shops in the local community.	See the big picture

# Year 2

Gatsby Benchmark	Autumn Term	Spring Term	Summer Term	Additional	CDI Framework
Learning about and exploring work and careers (Benchmark 2 and 4)	<p><b>Topic: My School and Me - explore jobs related to <b>Property and Construction</b>.</b></p> <p><b>Explore jobs relating to maintenance</b> (School caretaker, electrician, and plumber).</p>	<p><b>Topic: Young Gardeners - explore jobs related to <b>Agriculture</b>.</b></p> <p><b>Explore jobs relating to Agriculture</b> (Farmer, picker and farm shop worker).</p>	<p><b>Topic: Journeys - explore jobs related to <b>Leisure, sport and Tourism</b>.</b></p> <p><b>Explore jobs relating to Tourism</b> (Bus driver, train driver, pilot, boat Captain).</p>	<p>EHCP Review Paperwork – child and parents' views - child views and aspirations.</p>	<p>Explore possibilities Balance life and work</p>
Encounters with employers and experiencing work (Benchmark 5 and 6)	<ul style="list-style-type: none"> <li>• Play and activities related to fixing things.</li> <li>• Explore building and construction activities.</li> <li>• Explore tools and construction equipment.</li> <li>• Explore pictures / sensory experience of people who fix things at home and school.</li> </ul>	<ul style="list-style-type: none"> <li>• Visit the school allotment.</li> <li>• Plant seeds and watch them grow.</li> <li>• Explore pictures / sensory experience of farming.</li> <li>• Farming role play.</li> <li>• Explore farm equipment / animals / animals care.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore sensory experiences of going on holiday.</li> <li>• Explore work uniforms.</li> <li>• Role play activities related to travel – pilot, bus driver etc.</li> <li>• Explore toys related to transport.</li> <li>• Explore sensory experience related to travel.</li> </ul>	<p>Visits to the school's allotment and local parks.</p>	<p>See the big picture</p>

# Year 3

Gatsby Benchmark	Autumn Term	Spring Term	Summer Term	Additional	CDI Framework
Learning about and exploring work and careers (Benchmark 2 and 4)	<p>Topic: <b>Once Upon a Time</b> - explore jobs related to <b>Arts, Audio/Video Technology, and Communication.</b></p> <p><b>Explore jobs relating to the Arts</b> (Authors, Book illustrators).</p>	<p>Topic: <b>Caring for Others</b> - explore jobs related to <b>Social Care and Education.</b></p> <p><b>Explore jobs relating to education</b> (Play workers, Teachers, Teaching Assistants).</p>	<p>Topic: <b>Body Wise</b> - explore jobs related to <b>Healthcare.</b></p> <p><b>Explore jobs relating to social care and health care</b> (Care workers, doctors and nurses).</p>	<p>EHCP Review Paperwork – child and parents' views - child views and aspirations.</p>	<p>Explore possibilities Balance life and work</p>
Encounters with employers and experiencing work (Benchmark 5 and 6)	<ul style="list-style-type: none"> <li>Explore sensory stories.</li> <li>Explore art activities related to topic texts.</li> <li>Explore pictures / sensory experience of the stories covered.</li> <li>Explore pictures of famous authors, illustrators and stories.</li> <li>Complete art activities related to the stories explored.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in school role play activities.</li> <li>Explore pictures / sensory experience of clubs/school.</li> <li>Explore pictures of school staff and their roles.</li> <li>Explore different education buildings; secondary school, colleges and universities etc.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in care role play activities – looking after babies.</li> <li>Explore pictures of doctors and nurses.</li> <li>Explore equipment and objects related to healthcare.</li> <li>Take part in first aid role play activities.</li> </ul>	<p>Visits health practitioners (paramedic visit, nurse visit).</p>	<p>See the big picture</p>

# Year 4

Gatsby Benchmark	Autumn Term	Spring Term	Summer Term	Ongoing	CDI Framework
Learning about and exploring work and careers (Benchmark 2 and 4)	<p><b>Topic: The Great Outdoors -</b> explore jobs related to <b>Transport and Logistics.</b></p> <p><b>Explore jobs relating to Transport</b> (Truck drivers, delivery drivers, and bus and train drivers).</p>	<p><b>Topic: To the Rescue -</b> explore jobs related to <b>Law, Public Safety and Security.</b></p> <p><b>Explore jobs relating to the Public Safety</b> (Police, Fire and Law).</p>	<p><b>Topic: Creepy Crawlies -</b> explore jobs related to <b>Environment and animal care.</b></p> <p><b>Explore jobs relating to Animal Care</b> (Zoo keeper, farmer, pet shop owner and dog groomer).</p>	<p>EHCP Review Paperwork – child and parents' views - child views and aspirations.</p>	<p>Explore possibilities Balance life and work</p>
Encounters with employers and experiencing work (Benchmark 5 and 6)	<ul style="list-style-type: none"> <li>Explore sensory activities related to travel and transport.</li> <li>Explore images / sensory experiences related to train and bus stations.</li> <li>Explore role play related to travel and transport.</li> <li>Take part in delivery role play activities.</li> <li>Explore how products are shipped around the country / world.</li> </ul>	<ul style="list-style-type: none"> <li>Explore equipment used by police and firefighters.</li> <li>Role play police and fire first responders.</li> <li>Explore uniforms of police, fire and courtroom.</li> <li>Explore images and sensory experiences related to courtrooms and prisons.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and role playing looking after animals.</li> <li>Explore pictures / sensory experience of Zoos and farms.</li> <li>Animal shop role play.</li> <li>Explore adverts related to zoos, safaris.</li> </ul>	<p>Visit to local farms / pet shop.</p> <p>Travel on local transport (school minibus, train, bus).</p> <p>Visit from PCSO.</p>	<p>See the big picture</p>

# Year 5

Gatsby Benchmark	Autumn Term	Spring Term	Summer Term	Ongoing	CDI Framework
Learning about and exploring work and careers (Benchmark 2 and 4)	<p>Topic: <b>Come Dine With Me</b> - explore jobs related to Hospitality.</p> <p><b>Explore jobs relating to working in a kitchen</b> (Chef, waiter, food servers and delivery drivers).</p>	<p>Topic: <b>Reach for the Stars</b> - explore jobs related to Engineering and Manufacturing.</p> <p><b>Explore jobs relating to engineering</b> (Builder, architect, rocket / airplane engineer).</p>	<p>Topic: <b>Fighting Fit</b> - explore jobs related to Leisure and sport.</p> <p><b>Explore jobs relating to Sport</b> (Fitness instructor, sports coach, professional sportsperson and physiotherapists).</p>	<p>EHCP Review Paperwork – child and parents' views - child views and aspirations.</p>	<p>Explore possibilities Balance life and work</p>
Encounters with employers and experiencing work (Benchmark 5 and 6)	<ul style="list-style-type: none"> <li>Explore making and serving simple recipes.</li> <li>Explore equipment used in the kitchen.</li> <li>Explore uniforms within the kitchen.</li> <li>Visit secondary food room.</li> <li>Visit the school's kitchen to explore equipment.</li> <li>Explore making a pop up café.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the tools and equipment found on a building site.</li> <li>Explore factories / engineering – images and videos of car manufacturing.</li> <li>Explore building and construction activities.</li> <li>Explore jobs linked to space travel – Space X.</li> </ul>	<ul style="list-style-type: none"> <li>Explore working, visiting a gym.</li> <li>Take part in a fitness circuit / Joe Wicks video.</li> <li>Explore the roles of physiotherapists.</li> <li>Take part in sports coaching activities (leading a game or activity).</li> <li>Explore famous and local sports people.</li> </ul>	<p>Visit to a café / restaurant. Visit to the school's kitchen.</p>	<p>See the big picture</p>

# Year 6

Gatsby Benchmark	Autumn Term	Spring Term	Summer Term	Ongoing	CDI Framework
Learning about and exploring work and careers (Benchmark 2 and 4)	<p>Topic: <b>Around the World in 80 day</b> - explore jobs related to Leisure and Tourism.</p> <p><b>Explore jobs related to Leisure and Tourism</b> (Tourist Guide, Holiday Rep, Flight Attendant, and Travel Rep).</p>	<p>Topic: <b>Chocolate</b> - explore jobs related to <b>Science and Pharmaceuticals</b>.</p> <p><b>Explore jobs related to food development and manufacturing</b> (Product development, factory worker).</p>	<p>Topic: <b>Eco Warriors</b> - explore jobs related to <b>Charity and Voluntary work</b>.</p> <p><b>Explore jobs related to Charities</b> (Fundraising, working in charity shops and volunteering in the community).</p>	<p>EHCP Review Paperwork – child and parents' views - child views and aspirations.</p>	<p>Explore possibilities Balance life and work</p>
Encounters with employers and experiencing work (Benchmark 5 and 6)	<ul style="list-style-type: none"> <li>Explore holidays, booking holidays and holiday adverts.</li> <li>Explore different forms of holiday travel and the jobs related to travel.</li> <li>Role play jobs related to travel (e.g. hotelier)</li> <li>Explore hotels and the variety of jobs in a hotel.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the manufacturing of processed foods.</li> <li>Explore working on a factory line.</li> <li>Design new food products.</li> <li>Make and market new foods (different cookie recipes).</li> </ul>	<ul style="list-style-type: none"> <li>Explore a variety of local and national charities.</li> <li>Explore working in a charity shop / business.</li> <li>Explore local community projects.</li> <li>Complete a community activity e.g. litter pick.</li> <li>Take part in a fundraising activity.</li> </ul>	<p>Charity / fundraising / volunteering activity.</p>	<p>See the big picture</p>

# Year 7

Gatsby Benchmark	Autumn Term	Spring Term	Summer Term	Ongoing	CDI Framework
<b>Learning about and exploring work and careers (Benchmark 2 and 4)</b>	<p>Topic: Reduce, Reuse, Recycle – explore jobs related to <b>Engineering and Manufacturing</b></p> <p><b>Explore jobs related to engineering;</b> car designer, factory worker, architect, product designer etc.</p>	<p>Topic: Let it Grow – explore jobs related to <b>Agriculture</b></p> <p><b>Explore jobs relating to Agriculture / Groundkeeper;</b> Crop and Livestock Farmer, machine operator, farm labourer, groundskeeper etc.</p>	<p>Topic: Lights, Camera, Action – explore jobs related to <b>Arts, Audio/Video Technology, and Communication</b></p> <p><b>Explore jobs relating to the Audio/Video Technology, and Communication;</b> Camera operator, photographer, audio engineer, music production etc.</p>		Explore possibilities Balance life and work
<b>Encounters with employers and experiencing work (Benchmark 5 and 6)</b>	<p>Tower building / bridge activities in class</p> <p>Explore product design and manufacturing through DT</p> <p>Visit to / explore Engineering or Manufacturing employers e.g. Jaguar Land Rover, Car Showrooms, Mondelez, Jewellery Quarter, JCB etc.</p>	<p>Careers and Enterprise Week</p> <p>Allotment Visit – planting. Explore / visit farms.</p> <p>Visit local parks to complete a litter pick and to explore the work of park warden / groundskeeper</p>	<p>Pines Radio Station – Jingle recording activity</p> <p>Use the music room to explore recording and editing music – linked to music lessons.</p> <p>Record and edit a short news or weather article</p>	<p>Opportunities for internal WEX through applying for an internal job.</p>	See the big picture
<b>Encounters with further and higher education (Benchmark 6)</b>		Careers and Enterprise Week (visits and encounters with further education providers)	Explore / visit provision Post-16 linked to the Arts e.g. Pinc College, BOA, Art courses at local colleges (BMET/SSCB). Visit Ikon Gallery, Birmingham Museum		Create opportunities
<b>Personal guidance and addressing the</b>				<p>EHCP Review</p> <p>Paperwork – child and parents' views.</p> <p>Complete EHCP child</p>	Grow throughout life Manage Career

<p>needs of each student (Benchmark 3 and 8)</p>			<p>views and aspirations work.</p> <p>Developing key work skills through the curriculum including effective communication and problem solving.</p> <p>Access to STEM subjects</p>	
<p><b>PfA Outcomes</b></p>	<p><b><u>Employment</u></b></p> <ul style="list-style-type: none"> <li>• Exploring different careers</li> <li>• Continue to build personal / vocational profile</li> <li>• Transition to new settings</li> </ul> <p><b><u>Developing Independence</u></b></p> <ul style="list-style-type: none"> <li>• Developing independent living skills</li> <li>• Developing social communication skills</li> <li>• Developing independence – food, money and travel</li> <li>• Accessing the community with increasing independence</li> </ul>			

# Year 8

Gatsby Benchmark	Autumn Term	Spring Term	Summer Term	Ongoing	CDI Framework
<b>Learning about and exploring work and careers (Benchmark 2 and 4)</b>	<p>Topic: Material Monsters – explore jobs related to <b>Property and Construction</b></p> <p><b>Explore jobs related to construction;</b> crane operator, brick layer, carpenter, scaffolder etc.</p>	<p>Topic: Staying Alive – explore jobs related to <b>Science and Pharmaceuticals</b></p> <p><b>Explore jobs related to Science and Pharmaceuticals;</b> Pharmacist, medical lab worker, chemical engineering, forensics etc.</p>	<p>Topic: Blue Planet – explore jobs related to the <b>Environment and animal care.</b></p> <p><b>Explore jobs relating to Animal Care;</b> Vet, veterinarian nurse, animal shelter worker etc.</p>		<p>Explore possibilities Balance life and work</p>
<b>Encounters with employers and experiencing work (Benchmark 5 and 6)</b>	<p>Explore employment linked to property or construction e.g. explore / visit to IKEA / JCB</p> <p>Wilmott Dixon Green villages project</p> <p>Explore construction skills in DT lessons.</p>	<p>Careers and Enterprise Week</p> <p>Explore work related to science. Visit from paramedics / science student. Visit Millennium Point</p> <p>Take part in a forensics activity (see Science Week resources and ideas) like fingerprint recognition.</p>	<p>Explore jobs related to animal care. Visit a farm (Sheldon Country Park / Oak Tree Farm), pet shop</p> <p>Visit Birmingham Dogs home / cat's protection.</p> <p>Organise a visit from an animal care professional, vet, veterinary nurse, groomer etc.</p>	<p>Opportunities for internal WEX through applying for an internal job</p>	See the big picture
<b>Encounters with further and higher education (Benchmark 6)</b>	Explore training within the construction industry explore Erdington Skills Centre and courses at BMET and SCCB.	Careers and Enterprise Week (visits and encounters with further education providers)			Create opportunities

<p><b>Personal guidance and addressing the needs of each student (Benchmark 3 and 8)</b></p>				<p>EHCP Review Paperwork – child and parents' views. Explore skills.</p> <p>Developing key work skills through the curriculum including effective communication and problem solving.</p> <p>Access to STEM subjects</p>	<p>Grow throughout life Manage Career</p>
<p><b>PfA Outcomes</b></p>	<p><b>Employment</b></p> <ul style="list-style-type: none"> <li>Exploring different careers</li> <li>Continue to build personal / vocational profile</li> <li>Transition to new settings</li> <li>Starting micro-enterprises</li> </ul> <p><b>Developing Independence</b></p> <ul style="list-style-type: none"> <li>Developing independent living skills</li> <li>Developing social communication skills</li> <li>Developing independence – food, money and travel</li> <li>Accessing the community with increasing independence</li> </ul>				

# Year 9

Gatsby Benchmark	Autumn Term	Spring Term	Summer Term	Ongoing	CDI Framework
<b>Learning about and exploring work and careers (Benchmark 2 and 4)</b>	<p>Topic: What am I – explore jobs related to <b>Hospitality</b></p> <p><b>Explore jobs people do in the service industry;</b> Hairdresser, beauty therapist, restaurant owner, chef, sous chef, waiter, guide etc.</p>	<p>Topic: Crash, Bang Wallop – explore jobs related to <b>Law, Public Safety and Security</b></p> <p><b>Explore jobs relating to Public Safety;</b> Security guard, different job roles in the police and fire service (front line / forensics), paramedics etc.</p>	<p>Topic: My Changing World – explore jobs related to the <b>Media and Internet</b></p> <p><b>Explore jobs people do which is related to the Media and the internet;</b> TV and Radio Presenters, camera operators, editors, graphic designers, IT support etc.</p>		Explore possibilities Balance life and work
<b>Encounters with employers and experiencing work (Benchmark 5 and 6)</b>	<p>Explore / visit a hospitality setting e.g. SENtre, local café, restaurant etc.</p> <p>Organise a Pop up Café / cake sale / tuck shop</p> <p>Organise for a beauty / hair demonstration (we have staff who have training in this)</p>	<p>Careers and Enterprise Week (visits and encounters with further education providers)</p> <p>Organise a visit from PCSO Clarke or visit to a local police station</p> <p>Visit to SafeSide Birmingham</p> <p>Organise a visit to or from the Fire Service, paramedics etc.</p>	<p>Use the music room to record an Youtube style video related to a curriculum topic</p> <p>Visit to BBC Birmingham. Visit to recording / radio studio (BBC at the mailbox /Capital) / Robannas</p> <p>Explore / visit provision Post-16 linked to the media e.g, BOA, Media courses at local colleges (BMET/SSCB/QAC).</p>	<p>Opportunities for internal WEX through applying for an internal job.</p>	See the big picture

<b>Encounters with further and higher education (Benchmark 6)</b>		Careers and Enterprise Week (visits and encounters with further education providers)	Visit local college / university to explore media pathways		Create opportunities
<b>Personal guidance and addressing the needs of each student (Benchmark 3 and 8)</b>				<p>EHCP Review Paperwork – child and parents' views. Explore future options</p> <p>Developing key work skills through the curriculum including effective communication and problem solving.</p> <p>Access to STEM subjects</p>	Grow throughout life Manage Career
<b>PfA Outcomes</b>	<p><b><u>Employment</u></b></p> <ul style="list-style-type: none"> <li>• Subject option choices - thinking about university and college, picking the right subjects for future career goals</li> <li>• Exploring different careers</li> <li>• Understanding requirements for HE</li> <li>• Structured careers advisory sessions</li> </ul> <p><b><u>Developing Independence</u></b></p> <ul style="list-style-type: none"> <li>• Developing independent living skills</li> <li>• Developing social communication skills</li> <li>• Developing independence – food, money and travel</li> <li>• Accessing the community with increasing independence</li> </ul>				

# Year 10

Gatsby Benchmark	Autumn Term	Spring Term	Summer Term	Ongoing	CDI Framework
<b>Learning about and exploring work and careers (Benchmark 2 and 4)</b>	<p>Topic: Growing Up – explore jobs related to <b>Retail and Sales</b></p> <p><b>Explore jobs people do in retail;</b> Sales assistant, manager, shelf stacker, buyer, advertising manager etc.</p>	<p>Topic: My Community – explore jobs related to <b>Charity and Voluntary work</b></p> <p><b>Explore jobs related to Charities and Voluntary work;</b> Office manager / admin support, Promotion and sales etc.</p>	<p>Topic: Staying Safe – explore jobs related to <b>Finance</b></p> <p><b>Explore jobs related to Finance:</b> Bank worker, mortgage / financial advisors, investment manager etc.</p>	<p><b>Beginning ASDAN: My Independence and Employability courses.</b></p> <p><b>Beginning accredited courses</b></p>	Explore possibilities Balance life and work
<b>Encounters with employers and experiencing work (Benchmark 5 and 6)</b>	<p>Visit to local retailers</p> <p>Organise a visit to TESCOs Aston to speak to staff</p> <p>Organise a Pop up snack shop</p>	<p>Visit local community places (Memory Café on Slade Road / Communitree Café in Boldmere)</p> <p>Local community litter pick / school recycling</p> <p>Visit a local charity shop. Organise a collection for a charity shop</p>	<p>Organise a visit to a local bank or a visit from someone working in finance</p> <p>Explore Barclays skills units (available on the shared area) to explore finance and money</p> <p>Take part in a fundraising event to raise and manage funds.</p>	Opportunities for internal WEX through applying for an internal job	See the big picture
<b>Encounters with further and higher education (Benchmark 6)</b>		Careers and Enterprise Week (visits and encounters with further education providers)	Explore courses related to leisure, sport or tourism.	Visit to QAC, HBVC, Queensbury	Create opportunities

<p><b>Personal guidance and addressing the needs of each student (Benchmark 3 and 8)</b></p>			<p>Meeting with Careers Advisor. Creation of Careers Plan</p>	<p>EHCP Review Paperwork – child and parents views. Exploring pathways</p> <p>Developing key work skills through the curriculum including effective communication and problem solving</p>	<p>Grow throughout life Manage Career</p>
<p><b>PfA Outcomes</b></p>	<p><b><u>Employment</u></b></p> <ul style="list-style-type: none"> <li>• Planning for employment: what qualifications do you need, what study programme should you be on, what work experience would be most helpful</li> <li>• Work experience, starting with tasters and building up to increasing time in the workplace - with support where needed</li> <li>• GCSEs / NVQs / Entry level qualifications</li> <li>• Vocational options</li> </ul> <p><b><u>Developing Independence</u></b></p> <ul style="list-style-type: none"> <li>• Developing independent living skills</li> <li>• Developing social communication skills</li> <li>• Developing independence – food, money and travel</li> <li>• Accessing the community with increasing independence</li> </ul>				

# Year 11

Gatsby Benchmark	Autumn Term	Spring Term	Summer Term	Ongoing	CDI Framework
<b>Learning about and exploring work and careers (Benchmark 2 and 4)</b>	<p>Topic: Health and Wellbeing – explore jobs related to <b>Healthcare</b></p> <p><b>Explore jobs relating to health care</b> (Care workers, doctors, nurses, Occupational Therapists, mental health support workers etc.</p>	<p>Topic: Families – explore jobs related to <b>Social Care and Education</b></p> <p><b>Explore jobs relating social care and education</b> (Play leaders, Teachers, Teaching Assistants, social workers, youth workers, lecturers etc.</p>	<p>Topic: Out and About – explore jobs related to <b>Transport and Logistics</b></p> <p><b>Explore jobs relating to Transport</b> (Couriers, Truck drivers, delivery drivers, and bus and train drivers etc.</p>	<p><b>Beginning ASDAN: My Independence and Employability courses.</b></p> <p><b>Beginning accredited courses</b></p>	Explore possibilities Balance life and work
<b>Encounters with employers and experiencing work (Benchmark 5 and 6)</b>	<p>Organise visit from a healthcare professional.</p> <p>Organise talk from one of the school's Therapists.</p> <p>Organise a short first aid session / course.</p>	<p>Organise a Visit to Abbey Rose or an event that they could make a visit to school</p> <p>Organise a visit to a local university.</p> <p>Organise a talk from an Evolve mentor</p>	<p>Make a visit to Gran Central or Birmingham Coach Station</p> <p>Organise a visit from someone working in transport</p> <p>Organise a tour of an Amazon depot.</p>	<p>Opportunities for internal WEX through applying for an internal job</p>	See the big picture
<b>Encounters with further and higher education (Benchmark 6)</b>		Careers and Enterprise Week (visits and encounters with further education providers)	Explore jobs related to transport. Visit to New Street. Travel on public transport	Post-16 transition activities	Create opportunities
<b>Personal guidance and addressing the needs of each student (Benchmark 3 and 8)</b>				EHCP Review Paperwork – child and parents' views.	Grow throughout life Manage Career

				<p>Exploring future options and Post-16 pathways</p> <p>Developing key work skills through the curriculum including effective communication and problem solving</p>	
<b>PfA Outcomes</b>	<p><b><u>Employment</u></b></p> <ul style="list-style-type: none"> <li>• Planning for employment: what qualifications do you need, what study programme should you be on, what work experience would be most helpful</li> <li>• Work experience, starting with tasters and building up to increasing time in the workplace - with support where needed</li> <li>• GCSEs / NVQs / Entry level qualifications</li> <li>• Vocational options</li> </ul> <p><b><u>Developing Independence</u></b></p> <ul style="list-style-type: none"> <li>• Developing independent living skills</li> <li>• Developing social communication skills</li> <li>• Developing independence – food, money and travel</li> <li>• Accessing the community with increasing independence</li> </ul>				