



Long Term Planning Horizons Pathway Vocational Learning

Curriculum Intent

Chadsgrove's Post-14 Vocational Learning curriculum forms part of the Employment strand of the Preparing for Adulthood framework and is designed to support students to prepare for their future lives beyond education. The curriculum recognises that students will move on to a range of destinations and aims to equip them with the skills, knowledge and experiences needed to access appropriate and meaningful opportunities.

Through purposeful and personalised learning, students develop an understanding of the world of work, their own strengths and interests and the skills required for different roles and environments. This includes preparation for work, exploring enterprise opportunities and planning for their future.

Our intention is for students to develop confidence, independence and self-awareness, enabling them to make informed decisions about their next steps. Through this approach, we aim to support students to progress to positive destinations, including further education, training, supported internships, employment or other appropriate future plans.

Curriculum Implementation:

The Post-14 Vocational Learning curriculum is delivered through a structured and personalised approach, ensuring that all students can access meaningful experiences linked to their individual needs, aspirations and future goals. Learning is organised around key areas including preparation for work and enterprise, planning for the future and work experience.

Students follow personalised programmes informed by their EHCP outcomes and individual transition plans. These plans are used to identify interests, strengths and next steps, and to support the planning of appropriate vocational activities and work-related experiences.

Students are provided with opportunities to engage in a range of vocational activities, including enterprise projects and, where appropriate, work experience placements. These experiences are designed to develop key skills such as communication, teamwork, problem-solving and independence in real or simulated work environments.

The curriculum is supported by high-quality careers education, information, advice and guidance, drawing on recognised frameworks to ensure students receive appropriate support in preparing for adulthood. Students may also work towards relevant accredited units, including OCR Life and Living Skills, where appropriate to their pathway.

Horizons Aspire:

Autumn & Spring: Planning my Future	Summer: Enterprise
Developing skills needed for the world of work and exploring future options	Self-Development Questionnaire (Early Summer term)
Business Enterprise Week	Study Planners
OCR N6 Carrying out routine tasks at work (E2)	Personal targets
OCR N13 Carrying out tasks at work (E3)	1:1 Tutorials
	Year 12 students to complete 'I Apply' Document
	Year 13 students to complete 'I am Ready' Document

Horizons Living:

Autumn & Spring	Summer
Exploring the Wider World Develop communication, teamwork and leadership skills, developing flexibility and resilience Business Enterprise Week OCR N3 Participating in a mini-enterprise project (E1) OCR N6 Carrying out routine tasks at work (E2)	Self-Development Questionnaire (Early Summer term) Study Planners Personal targets Year 12 students to complete 'I Apply' Document Year 13 students to complete 'I am Ready' Document

Horizons Connect:

Autumn & Spring	Summer
Exploring the Wider World Develop communication, teamwork and leadership skills, developing flexibility and resilience Business Enterprise Week Art Project OCR A1 Engaging in a creative group project (E1)	Complete Person Centred Tool Activities (Planning for my future life booklet) And My Preparing for Adulthood Plan

Work Experience**Horizons Aspire:**

Autumn	Spring	Summer
AQA User Awards: 30002 WORK-RELATED LEARNING: WORK EXPERIENCE (Entry Level)	AQA User Awards: 128610 ENTERPRISE PROJECT (Entry Level)	
AQA User Awards: 121766 COOKING AND FOOD PREPARATION (LEVEL 1)	AQA User Awards: 126618 ENTERPRISE PROJECT (LEVEL 1)	
Work Experience (Transferrable Skills for Employment) Opportunities for students to select work experience placement at the following: - Cozy Café (Hospitality focus) - Enterprise (Business focus) - Bespoke work experience where appropriate		

Horizons Living:

Autumn:	Spring	Summer
AQA User Awards: 128610 ENTERPRISE PROJECT (Entry Level)	AQA User Awards: 30002 WORK-RELATED LEARNING: WORK EXPERIENCE (Entry Level)	
AQA User Awards: 126618 ENTERPRISE PROJECT (LEVEL 1)	AQA User Awards: 121766 COOKING AND FOOD PREPARATION (LEVEL 1)	
Work Experience (Transferrable Skills for Employment) Opportunities for students to select work experience placement at the following:		

- Cozy Café (Hospitality focus)
- Enterprise (Business focus)

Horizons Connect

Autumn: Workplace Visits/ Community Facilities	Spring/Summer Next Destination Visits
Workplace Visits / Community Facilities – visiting local workplaces and community facilities to build awareness of work environments and community resources: following Community visits, students engage with sensory/social stories. Suggested Resources: Sensory stories linked to community visits e.g. The Library, The Café, The Shop	Next Destination Visits – exploring future options through visits to social care providers and colleges: following community visits, students are supported to complete the following: Suggested Resources: Person Centred Tool Activities (‘Planning for my future life’ booklet) ‘My Preparing for Adulthood’ plan

Curriculum Impact

Through the Post-14 Vocational Learning curriculum, students engage in meaningful and personalised experiences that support them to develop the skills, knowledge and confidence needed for their future pathways. They gain a clearer understanding of their own strengths, interests and aspirations, enabling them to make more informed decisions about life beyond school.

Students develop key employability skills, including communication, teamwork, problem-solving and independence, and are able to apply these in a range of contexts, including enterprise activities and work-related experiences. Over time, they demonstrate increased confidence, resilience and readiness for new environments and expectations.

Students achieve outcomes appropriate to their individual pathways, including progress towards Preparing for Adulthood and work-related targets, alongside accredited unit work where relevant. Transition plans are informed by these experiences and reflect each student’s development, supporting progression to positive destinations such as further education, training, supported internships, employment or other appropriate pathways.

