



Pre-supported internship curriculum map 2022-23

PREPARATION FOR ADULTHOOD

Context:

Supported internships are a great opportunity to improve the life chances of young people with SEND by supporting them into sustained, paid employment. Achieving paid employment not only brings young people financial independence, but it can be key to: building confidence and self-esteem, increasing health and well-being, gaining friendships and a social life

There are also benefits for the economy, employers, families, the local community and wider society.

The aim of our pre- supported internship programme is to support young people with EHC plans to progress into a Supported Internship, inclusive apprenticeship, college or paid work by: supporting them to develop the skills valued by employers, enabling them to demonstrate their value in the workplace, developing confidence in their own abilities to perform successfully at work, developing their English and Maths skills, Employability, and Workplace training

For more information about The Courtyard's Pre-supported internship programme, please click [here](#)

This curriculum map is based on the work produced by the organization Mutually Inclusive, and the Foundation for People with Learning Disabilities "When I Grow Up (WIGU) tool kit", funded by the Big Lottery Fund.

AIM: to increase work expectations, aspirations and opportunities for students with learning disabilities.

Students will have an opportunity to prepare and present their skills, qualities, preferences and support needs every term.

*Students will also complete AQA units linked to their work experience (person-centred approach).

TERM	SCHEME OF WORK	DESCRIPTION (OVERARCHING LEARNING OUTCOMES)	LITERACY AND KEY WORDS	FORMATIVE ASSESSMENT / FINAL PIECE
Autumn 1 & 2	<ol style="list-style-type: none"> 1. Starting to think about work 2. Why do I want to work? 3. What makes a good life? 	<ol style="list-style-type: none"> 1. To create a discussion about employment and to give students an opportunity to voice any thoughts and opinions they may have about their future. To demonstrate that people with a learning disability can and do find a job with the right support, by showing examples of people in employment who have become better off financially, more independent, able to choose what to do with their money. 2. To consider why we go to work. To hear about other people's experiences of work. 3. To create a discussion about what life will be like after leaving school and to list personal preferences about the future. 	Finance Independence Employment	Oral presentation about one of the topics covered this term Literacy Element: Delivering presentations to clarify their understanding Student PPT on topic of their choice Literacy Element: Researching and reflecting on new content learnt
Spring 1 & 2	<ol style="list-style-type: none"> 1. Employer expectations 2. Will I be a good employee? 3. Developing work preferences 	<ol style="list-style-type: none"> 1. To develop an understanding that employers will have expectations and assumptions about appropriate behaviour, appearance and attitude in the workplace 2. To get the students to think about what they can offer, their specific qualities and the assets they already have that would be of interest to employers. 	Expectations Assumptions Appearance Attitude Qualities Assets	Oral presentation about one of the topics covered this term Literacy Element: Delivering presentations to clarify their understanding Student PPT on topic of their choice Literacy Element: Researching and reflecting on new content learnt

		3. To get students thinking about their own employment preferences through exploring a range of jobs and workplaces.		
Summer 1 & 2	<p>1. Local businesses mapping</p> <p>2. My skills and qualities</p> <p>3. My working future</p> <p>4. Final presentation</p>	<p>1. To help students gain a better understanding of potential job opportunities in their local area, the qualities that most employers seek and the skills required for the specific jobs available.</p> <p>2. To support young people to identify their own skills and qualities, which may contribute to their CV or work profile at a later date. To consider how these skills and qualities might match those sought by employers.</p> <p>3. To complete the remaining pages of the 'My working future' section of their work profile and create their own CV based on the template.</p> <p>4. To develop an employment-focused presentation (verbal, paper-based or electronic). To help the student develop a clearer understanding of their own workplace support needs.</p>	<p>Job opportunities CV Work profile Support needs Ideal job Work history</p>	<p>Oral presentation about one of the topics covered this term</p> <p>Literacy Element: Delivering presentations to clarify their understanding</p> <p>Student PPT on topic of their choice Literacy Element: Researching and reflecting on new content learnt</p> <p>Students could give their presentation in a variety of settings – to local employers, families and/ or employment support workers. It could be part of a larger event including other elements, such as a session about working with a job coach, presentation of certificates or a celebration of other educational attainments</p>