



Outcomes
First Group

My Future and Independence Skills Policy



Kestrel House
School

My Future and Independence Skills Policy

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1.0 Intent

The My Future and Independence Skills Lead for Kestrel House School is Marc Cox. There is a collective responsibility for all staff to take ownership for the planning and delivery of personalised planning for pupils to develop and understand what their future may consist of and who can support them as well as access to experiences.

We aim to develop children and young people's understanding, awareness and skills linked to future opportunities encompassing experiences, people who can help them and economic understanding. Our aim is for all pupils to have meaningful experiences linked to their aspirations, interests, and developmental stage. We aim for pupils to have learning opportunities and experiences as part of their core thematic topics or as part of whole school collapse curriculum days, off-site educational visits, and work experience to support their future.

We provide pupils and parents/carers with the knowledge, and information to make informed choices about suitable "next steps". Kestrel House School enables families receive accurate information, advice and guidance about all options and opportunities open to them and the progression routes to which those options lead.

We aim to ensure the following are explored appropriately in line with each pupils' developmental stage, aspirations, and interests:

1) Have a stable My Future and Independence Skills programme

- An embedded programme that is known and understood by pupils, teachers, parents/carers, employers, and other agencies.

2) Learn from career adviser and school about future options.

- Every pupil and their parents/carers, to have access to good quality information about future options. This will include the support of an informed adviser to make the best use of available information in collaboration with school staff.

3) Addressing the needs of each pupil

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- Pupils have different future guidance needs at different stages. Opportunities for advice and support tailored to the needs of each pupil. Our programme ensures equality and diversity is embedded throughout.

4) Linking curriculum learning to

- All teachers and support staff link curriculum learning with the learners future and independence skills, even on subject areas that may not be specifically occupation-led.

5) Encounters with employers and employees

- Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This will be through a range of enrichment activities and the implementation of Spring Pod.

6) Experience of workplaces

- Every pupil to have first-hand experiences through in house exposure and aware of known professionals they may come across in their future.

7) Encounters with further and higher education

- Families will be supported in identifying suitable further education provisions for their child as part of the EHCP annual review process.

8) Personal guidance

- Every pupil should have opportunities for guidance interviews with a career's adviser, this could be internal (a member of Kestrel House staff) or external, provided they are trained to an appropriate level. These will be available for all pupils and appropriate to the individual needs and developmental stage.

2.0 Implementation

At Kestrel House School we cater for children and young people in Key Stages 1, 2, 3, and 4. However, we recognise that our pupils are developmentally at different stages and therefore will access curriculum content that is appropriate to this developmental stage not necessarily the chronological age of the pupil.

At Kestrel House School pupils will be taught via group learning, individualised, whole school learning opportunities that focuses on;

- Teaching that develops pupils' understanding of economic wellbeing linked to money, the use of it, different sources of income and financial choices that adults have to make.
- Teaching that develops pupils' aspirations linked to work and future careers.
- Teaching that develops pupils' understanding of learning skills linked to positive employment skills.
- Teaching that highlights choices and pathways towards employment.
- Teaching that develops pupils' awareness of employment rights and responsibilities.

Preparing for Adulthood Agenda

All pupils are supported by our commitment to the preparing for adulthood agenda. This begins at EHCP planning stage and links outcomes to the four key areas of Employment, Community Inclusion, Independent Living and Health. Throughout pupils' time at Kestrel House School, they will experience the following learning opportunities via the school's commitment to the PFA agenda.

Experience of Work

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We aim to adapt and support experience of work opportunities for all pupils.

Aims of Work Experience:

- To support and encourage an integrated experience of work programme aimed to support the development stage of each pupil
- To provide pupils with records/documents to provide evidence of their experience
- To give pupils experiences of the relationships, routines and processes that are part of a working environment
- To develop work related skills and behaviours
- To contribute towards approved vocational and academic qualifications where applicable
- To prepare pupils for adulthood and known professionals they may encounter

3.0 Impact

Every pupil at Kestrel House School will have an individualised My Future and Independence Skills Moving on Plan that is created with the external career's advisor. This profile is developed around the pupil's interests and aspirations to help form relevant targeted outcomes that are reviewed and monitored on a termly basis to highlight and showcase progress made. These termly progress check points are used to then identify appropriate next steps within the pupils personalised My Future and Independence Skills educational journey.

4.0 Special Educational Needs and/or disabilities

All pupils at Kestrel House School have additional learning needs and all have an Education Health Care (EHC) Plan.

In order to make sure all pupils are able to access developmentally appropriate curriculum content all learning opportunities and resources are differentiated accordingly to needs of pupils.

The Deputy Head will work closely with all class teachers to determine if any additional support is required for an individual pupil to access the curriculum, ensuring any barriers are removed.

5.0 Equality and Diversity

We are committed to ensuring that all pupils have access to experiences/opportunities, people who can help them and economic understanding education. Pupils are encouraged to follow paths that suit their interests, skills, and strengths with the absence of stereotypes. All pupils are provided with the same opportunities and diversity is celebrated.

6.0 Roles and responsibilities

The Headteacher and Deputy Head are responsible for ensuring that PSHE – experiences/opportunities, people who can help them and economic understanding is taught consistently across the schools.

Staff

Staff are responsible for:

- Delivering PSHE – experiences/opportunities, people who can help them and economic understanding in a sensitive way

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- Modelling positive attitudes to PSHE – experiences/opportunities, people who can help them and economic understanding.
- Monitoring progress
- Responding to the needs of individual pupils

Pupils

Pupils are supported to engage fully in PSHE – experiences/opportunities, people who can help them and economic understanding and, when discussing issues related to this curriculum area, they will treat others with respect and sensitivity.

7.0 My Future and Independence Skills Leader Contact Details

Marc Cox – My Future and Independence Skills Lead
admin@kestrelhouseschool.co.uk
020 8348 8500

If you are a pupil, parent, teacher, external professional or an employer and would like any information about any aspect of our careers and employability curriculum please do not hesitate to contact Marc Cox who will be happy to discuss in detail our current offer.

Josselin Grossi – Regional Futures Advisor
Josselin.Grossi@ofgl.co.uk

At Kestrel House School we have teamed up with independent careers advice service via Outcomes First Group (www.outcomesfirstgroup.co.uk) and all our pupils have access to independent careers advice from Josselin Grossi. She specialises in working with children and young people with Autism and other additional needs and works to support our pupils have accessible careers conversations.

8.0 Useful links

Impartial, high-quality careers and information can be found on the following; [SEND Family Support - Helping Families Care For Children with SEND](#) for a wealth of information and resources.

9.0 Policy monitoring and review

The senior leadership team monitor implementation of this policy termly and review this policy on an annual basis.

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Appendix 1

Lower School

Cycle B	Autumn	Spring	Summer
Thematic Learning/Focus	Homes <i>Where I live – my home, rooms in my house, people in my home</i> <i>Types of homes – old and new, different places to live</i> <i>Animals – pets, habitats and dens</i>	Mini Beasts <i>Types of mini beasts and creepy crawlies</i> <i>Where they live</i> <i>How they move</i> <i>Life Cycles</i>	Planes, Trains and Automobiles <i>Modes of transport</i> <i>My journey to school/favourite place</i> <i>Travelling by land, air, water</i> <i>Travelling into space</i>
Careers	Builder	Explorer , Vet	Bus driver, Train driver

Upper School

Cycle B	Autumn	Spring	Summer
Thematic Learning/Focus	Who Am I? Where I live – my home, rooms in my house, people in my home, my family and friends What I like to do – my hobbies, special interests What do I look like? – describing myself, self-care, clothes, self-confidence My Autism – understanding difference, strategies, self-advocacy	Health and Environment Healthy choices – healthy foods, visiting GP/Dentist, where I can get help and how I can ask for help Problems in our environment – waste, pollution, sharing/helping others What I can do to help – recycling, thinking about others (needs), cleaning	Travel Training Modes of transport My journey to school/favourite place Journey planning
Careers	Builder / Architect	Archaeologist, dentist, GP, Recycling worker	Travel agent, Train driver, Pilot

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Lower school 26-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2026-2027	Me, my school, my home	Winter wonderland	Plants and animals in my community	Hop little bunny / Peter Rabbit	People who help me	On the beach
Career experiences/ Exposure	Carer - visit to a care home	Delivery person - delivery cards, gifts, etc / post office museum (Farringdon)	Vet - role play	RSPCA/Animal rescue – visit to a rescue centre or invite them in.	Doctor - role play	Lifeguard - visit to a beach
2027-2028	Back to school / New beginnings	Festivals	Grow, grow, grow	Under the sea	Superheroes	Around the world/ Olympics
Career experiences/ Exposure	Teacher	Catering – prepare edibles for a stall to sell.	Gardener – visit to a garden centre	Fisherman - visit to an aquarium	Fireman – visit to a fire station / fire engine visit	Sports person – Go to an athletic centre
2028-2029	Carnival of learning	Rhythm and rhyme	If you go down in the woods today	Welcome to our café	Building blocks	My community

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Career experiences/ exposure	Learning support assistant	Singer / musician – external visit (African drumming or something different)	Park keeper – visit to a local wood education centre	Waitress - visit to a café – practice a café in school to staff.	Decorator –	Shop owner – visit to different shops
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Middle School 26-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2026-2027	My identity and my family	Celebrating others	Being detectives	Changes	Kestrelville	Travelling the world
Career experiences/ exposure	Carer / parent jobs	Religious leaders – visit to different religious buildings	Police officer – visit to a police station/ visit	Nurse - visit to health centre / come in	Business	Flight attendant/travel agent -
2027-2028	Working together	Inspirational people	Dancing through life	Life on a farm	Technology and the world	Celebrating success

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Career experiences/ exposure	Head teacher	Prime Minister	Dancer – dance class / online	Farmer – visit to local city farms	Inventor – car in museum Enfield	News reporter
2028-2029	New beginnings	How to care for myself	The environment	How to care for animals	Our past	Transport for London – being safe in the community
Career experiences/ exposure	Play leader – organise activities for lower school classes.	Personal assistant	Street cleaner / refuse collector – sort rubbish out and dispose off this.	Zookeeper – visit to London Zoo	Historian guides – visit historical places such as Tower of London	Bus driver – Visit to a local bus garage. Train driver-transport museum.

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Upper School 26-27

	Autumn	Spring	Summer
2026-2027	<i>Knowing Myself & My World</i> Primary Themes: Health & Wellbeing Community	<i>Early Independence</i> Primary Theme: Independent Living	<i>Introduction to Work & Responsibility</i> Primary Theme: Employment
Career experiences/ exposure	Breakfast club project	Clothes washing project / Lunch project	Play leaders project
2027-2028	<i>My Independence in Daily Life</i> Primary Themes: Independent Living Health & Wellbeing	<i>Work Skills & Future Pathways</i> Primary Theme: Employment	<i>My Life in the Community</i> Primary Themes: Community Health & Wellbeing
Career experiences/ exposure	Basic first aid project – how to care for self and others.	Running a stall/tuck shop	Recycling project

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