**Example**

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| **Careers and Transition Support plan**  NAME – Pupil 1  The provision (support) to meet my special educational needs in regards to my career education, pathway choice, preparing for adulthood. transition and future career goals.  **Intended post 16 choice** - College course in plumbing  **Intended post 18 choice** –Apprenticeship in Plumbing  **Career goals/interests** – Plumbing career  **Career activities at school I may need support or interventions** - Mock Interviews, applications support for apprenticeships and college application, visiting different local colleges to explore plumbing courses  This provision should help me to make progress towards achieving my outcomes and move successfully and confidently onto my next steps and plan for my future. |

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| **Outcome** | **Steps I will make towards achieving this outcome (each outcome may need more than one step)** | **Short term targets (each step may need more than one target)** | **What needs to happen to help me achieve this outcome?** | **Who will do it?** | **How often? (Frequency and duration)** | **Resources required (including costs)** |
|  | Use wording which allows steps to be measurable (SMART): - i.e. By the end of year %%%, &&& will be able to………. | Use targets to ensure child/young person remains on track to achieve steps/outcomes and enable regular progress monitoring. Use wording which allows targets to be measurable (SMART): - i.e., the end for the autumn term | Describe provision and delivery - i.e., approaches, programmes, training, resources, materials and how they are delivered eg. in the classroom, in a small group, 1-1 | e. Teacher, SENCO, Teaching Assistant, Teaching Assistant. Career leader, Career advisor, parent, young person themselves | I.e., 3xper week, 20 minutes per session | Identify where the resources come from i.e., Education, Health or Social Care. Where funding comes from a school’s delegated funding (Elements 1&2) provide weekly costs |
| **Outcome 1** | Example outcome – By the End of year 10 Pupil 1 will be able to prepare for, attend and reflect on a mock interview | By the end of Autumn term, Pupil 1 will   1. prepare for a mock interview. 2. Attend a mock interview 3. Reflect on their mock interview experience to inform future interviews | Provide plenty of notice of Mock interview date  Session on what to wear  Session on disclosing SEND needs  Session providing interviews questions prior  Practice mock interview with trusted adult – mock interview for a job, college and apprenticeship to be completed  Session with supporting documents CV and Application form  debrief after mock interviews | Pupil 1  Career Leader  Teaching assistant  Briefed Employer to conduct Mock interview | 5 sessions explained din provision column to include all interventions planned 3 months prior to mock interviews | Career leader and TA time. – session can be delivered with other SEND young people identified for the same intervention and delivered in small groups |
| **Outcome 2** | By the start of year 11 – December 2032 Pupils 1 will visit at least 2 local colleges to compare plumbing courses | By the start of year 11 – December 2022 Pupils 1 will visit   1. Sandwell college 2. Walsall College | Use [Lobby — Black Country Careers Fair (blackcountrycareers-expo.co.uk)](https://blackcountrycareers-expo.co.uk/lobby) to explore colleges pupil would like to visit and use college websites  Visit 2 local colleges to compare course, facilities etc | Pupil 1  Career Leader  Parents/Careers  SENCO  Walsall College and Sandwell College | 1 visit to Sandwell college Scheduled for July 2021  1 visit to Walsall College scheduled for October 2022  1-1 guidance session booked for November 2022 to compare options | Career leader and SENCO time  School Mini bus for college visits |
| **Outcome 3** | By the start of year 11 – December 2022 Pupils 1 will have completed a number of college applications and apprenticeship applications if appliable | By the start of year 11 – December 2022 Pupils 1 will have   1. Completed at least 2 college applications 2. Registered on NAS website to explore apprenticeship routes as an alternative | session booked in with Career advisor or leader to support with applications  Session booked in with Career advisor or leader to register on [Find an apprenticeship - GOV.UK (www.gov.uk)](https://www.gov.uk/apply-apprenticeship) to explore alternative options | Pupil 1  Career Leader /Advisor  Parents/Careers  SENCO | 2 sessions scheduled for end Of October after college visits to support college applications  1 session booked in January 2022 to explore apprenticeship route and apprenticeship applications | Career leader /Advisor time |

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| **Reviewing My Support Plan Date of review: xxxx 1st review (R1)** | |
| **Outcome number** |  |
| **1** | Partly met –  Pupil 1 knows the date for Mock interviews and has been given plenty of time to digest information and prepare. A session has been delivered in a small group to support with CV and application form. As well as a session on what to wear. Interview questions have been given to pupil 1 can practice. 2nd February has been scheduled for a practise mock interview with Career leader.  Pupil 1 is feeling confident about his mock interview and looking forward to practising. |
| **2** | Partly met –  Pupil 1 knows the dates the college visits have been set for. Mini bus and visit have been scheduled into school calendar. Parents are aware of the visits and will meet Career advisor pre and post visit. |
| **3** | Not met –  Pupil 1 knows the career leader will support with college and apprenticeship applications. No dates have been scheduled yet until college visits and debrief of college visits has been conducted. |

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| **Careers and Transition Support plan**  **NAME** –  The provision (support) to meet my special educational needs in regards to my career education, pathway choice, preparing for adulthood. transition and future career goals.  **Intended post 16 choice** -  **Intended post 18 choice** –  **Career goals/interests** –  **Career activities at school I may need support or interventions** |

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| **Outcome** | **Steps I will make towards achieving this outcome (each outcome may need more than one step)** | **Short term targets (each step may need more than one target)** | **What needs to happen to help me achieve this outcome?** | **Who will do it?** | **How often? (Frequency and duration)** | **Resources required (including costs)** |
|  | Use wording which allows steps to be measurable (SMART): - i.e. By the end of year %%%, &&& will be able to………. | Use targets to ensure child/young person remains on track to achieve steps/outcomes and enable regular progress monitoring. Use wording which allows targets to be measurable (SMART): - i.e., the end for the autumn term | Describe provision and delivery - i.e., approaches, programmes, training, resources, materials and how they are delivered eg. in the classroom, in a small group, 1-1 | e. Teacher, SENCO, Teaching Assistant, Teaching Assistant. Career leader, Career advisor, parent, young person themselves | I.e., 3xper week, 20 minutes per session | Identify where the resources come from i.e., Education, Health or Social Care. Where funding comes from a school’s delegated funding (Elements 1&2) provide weekly costs |
| **Outcome 1** |  |  |  |  |  |  |
| **Outcome 2** |  |  |  |  |  |  |
| **Outcome 3** |  |  |  |  |  |  |

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| **Reviewing My Support Plan Date of review: xxxx 1st review (R1)** | |
| **Outcome number** |  |
| **1** |  |
| **2** |  |
| **3** |  |

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| **Reviewing My Support Plan Date of review: xxxx 2nd review (R2)** | |
| **Outcome number** |  |
| **1** |  |
| **2** |  |
| **3** |  |

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| **Reviewing My Support Plan Date of review: xxxx 3rd review (R3)** | |
| **Outcome number** |  |
| **1** |  |
| **2** |  |
| **3** |  |