



Careers Programme Strategy Plan

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Careers Education, Information, Advice and Guidance (CEIAG)

Introduction for CEIAG

As a special school we recognise that planning to support and prepare our learners to succeed in their next stage in their lives, requires deep knowledge and understanding of every learner, their preferences, needs and skills.

The career programme pathways are designed following consultation with learners, families and other professionals and as a result it encompasses a range of future destinations including: residential placements, day college, supported living, living at home, supported apprenticeships, paid supported employment, supported voluntary work, supported enterprise and online enterprise.

At Strathmore school we ensure that learners and families are supported in developing each learner's career identity and work hard to ensure that when each learner leaves Strathmore they are equipped to succeed in their adult lives.

All the activities are differentiated and personalised to ensure progression in learning about future destinations and to also develop and strengthen independence, communication and access to their local community.

All learners are entitled to a core CEIAG programme which meets professional standards of practice. It is delivered by Strathmore staff, who have been trained appropriately, and by approved external providers, who are impartial and confident in delivering sessions to learners with SEND. The programme seeks to raise aspirations, to challenge stereotyping and to promote equality and diversity within the school and in the local community.

Ethos and Vision

Strathmore School is committed to providing high quality guidance and advice on future pathways. Our Provider Access Policy gives details of how training providers can approach the school to offer eligible learners information and advice about career pathways.

The careers programme aims to:

- improve the employability of learners, where deemed appropriate
- provide opportunities across the curriculum to develop transferrable life and social skills
- prepare learners for opportunities, responsibilities, and experiences of life after secondary education and their preferred transitional pathway
- empower learners to develop their self-advocacy and decision-making skills

- encourage the active involvement of learners in decisions that affect their future and in partnership with parents/carers and external careers services
- support learners to achieve their full potential
- offer personalised guidance and advice with a range of supporting accessible information about opportunities for work experience
- promote equality, diversity, social mobility and challenge stereotypes through purposeful interactions with a range of trusted and/or familiar adults, as well as employers
- foster a culture of success through placing learners at the heart of their local community and developing resilient and resourceful learners

Government guidance in relation to CEIAG at Strathmore School

The following statutory government guidance provided by the Department for Education (DfE) has been used to support the development, implementation and evaluation of our Careers Education Strategy and main points have been summarised:

- ‘Careers Guidance and Access for Education and Training Providers’ – October 2018
- ‘Careers Strategy: Making the most of everyone’s skills and talents’ – December 2017
- ‘Destinations data: Good practice guide for schools’ – October 2018

- All institutions providing secondary education should use the **Gatsby Charitable Foundation’s Benchmarks** to develop and improve their careers provision. Strathmore School accepts the SEND Gatsby Benchmarks as set out in the DfE guidance (*A summary of the Gatsby Benchmarks can be seen in Appendix 1 of this policy*).

- Compass+, an online self-evaluation tool, is used to assess how the careers support compares against the Gatsby Benchmarks and the national average. Schools should baseline themselves using this tool, consider the opportunities to improve their careers programme based on their confidential results, feedback from learners, teachers and parents, and track their progress against the Benchmarks over time.

- Every school should have a nominated **Careers Leader**, “who has the energy and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks”.

- Impact of education provided by the school as set out in Ofsted’s Education Inspection Framework (Sep 2021) and School Inspection Handbook. **‘Pupils are being prepared for their next stage of education, training or employment at each stage of their learning. Inspectors will consider whether pupils are ready for the next stage by the point they leave the school or provision that they attend.’**

- Secondary schools should offer every learner at least **seven** meaningful employer encounters during their education – taking place each year from years 7-13. These encounters will ensure that those learners, for whom it is deemed appropriate, get a chance to engage with a range of employers, build their broader understanding of the

workplace and employment but also provide employer experiences in line with the Gatsby Benchmark criteria.

Statement of Intent

1. Vision and Mission:

Individual Inclusive Independent

At Strathmore we are dedicated to preparing and challenging every learner to become an active contributor to their community by championing independence and communication in a learning environment that is accessible to all.

2. Skills, Knowledge and Concepts

a. **Preparing for Adulthood:** Learners' priority developmental outcomes sit under the following headlines:

- Further Education and Employment
- Independence Skills and Independent Living
- Community and Friendship
- Maintaining Good Health

b. **Key principles of the 14-19 Curriculum**

In line with the preparing for adulthood headlines, the curriculum in 14-19 is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment, for those whom it is deemed appropriate, with a particular focus on the following learning areas:

- independent living skills
- work experience
- community learning
- transition to Post 19 (e.g. supported living, education provider such as College etc.)

c. **Strathmore Developmental Framework**

14 -19 pupils at Strathmore access all areas of the curriculum as outlined in the Strathmore Developmental Framework. Some areas may take up more time in the timetable as pupils get older, e.g. Skills for Independence, including 'Being in the Community' and Social emotional and mental health (SEMH)

Learning Zones: The classrooms are set up in *Learning Zones* (See *Appendix 3: Learning Zones in a 14-19 classroom*)

These zones contain motivating activities linking to topics, EHCP targets and a variety of curriculum areas. Learners will access the learning zones in a 'learner led' manner and may be encouraged by support staff to try new things and scaffold their learning/experiences further.

14-19 will have learning zones that focus on Independent living skills, work experience and community zone.

Independent Living: In this learning zone, learners gain and generalise skills within a realistic setting such as a kitchen or a bedroom. This zone offers opportunities to develop independent living skills such as cooking, cleaning and personal hygiene. These may be modelled by an adult first and then scaffolded for learners to follow independently.

Community: this zone may look like a café, shop, library (common places learners may visit or are of interest). The zone may stay the same across the whole year e.g. a 'shop' but the theme of the shop will change (toy shop, book shop, food shop) to reflect the interests of the learners and the particular enterprise projects they might be working on. This learning area can also be transferred to outside school with visits into the local and wider **community**.

Work Experience: In this learning zone learners acquire and practice skills that may be needed in an enterprise project. Learners will have the opportunity to generalise the skills within school, e.g. in the food tech room (e.g. running a café) or an office (learning admin tasks). These skills may also be transferred to a work experience placement outside of school.

3. Coverage and Breadth

- a. 14-19 planning follows the same planning format as other key stages
- b. Depending on individual needs, abilities and interests, we aim for our learners to move
 - From community role play to accessing local and wider community for real life experiences in work, living and leisure
 - From internal work experience to external work experience
 - From a school sleepover activity towards an overnight stay or residential experience
- c. Areas of the curriculum are connected and integrated within a **theme** e.g. 'Teamwork Makes the Dream Work' and teaching staff ensure that teaching and learning within this theme:
 - reflects the needs, abilities and interests of young adults
 - gives opportunities for real life learning in local and wider community
 - prepares learners for their transition to Post 19

4. The role of the careers leader:

- To ensure that the progression and career programme is being implemented in KS3, KS4 and KS5 by offering guidance and ideas that are relevant to each group of learners
- To report on learner progress and impact by using tools including Earwig and Compass+.
- To monitor and completing the Compass+ tool once a term to ensure that all activities taking place in school linked to the careers programme are being recorded
- To liaise with working team: SLT (Senior Leadership Team), SFW (Strathmore Family Worker), FOSS (Friends of Strathmore School), business partners, enterprise coordinator to ensure that the aspects of the programme are being implemented at key points during the year
- To work in partnership with SFW and 14-19 teachers to reach out to local future destinations e.g. colleges and residential placements, and establish strong links so that our learners can continue to flourish and develop skills at their future placement
- To ensure that families are involved in planning and preparing their daughters/sons for their next stage in their lives by following the transition timeline
- To audit and reviewing the careers programme once a year using the Compass tool to report to SLT and Governors
- To establish priorities and yearly action plan including budgeting to steer the careers programme
- To undertake 'careers leader' training online (free of charge)
- To report to DfE at the end of the academic year on learners' destinations
- To be active member of the 'Southwest Careers Hub' and attend network meetings with other special schools
- By working collaboratively with FOSS, establish and maintain links with former learners and families to receive feedback and help us strengthen the careers programme at Strathmore

Progression and Career Programme

The learning outcomes below show milestones of development that focus on community access, transport, and safety, which are key skills learners will need to be able to access further education and employment. Alongside these skills and knowledge, learners generalise their communication and independence and make cross-curricular links.

All learners access a personalised and adapted curriculum according to their strengths and learning profile. In some cases, learners may work towards objectives from a different Key Stage, where it is agreed that this would be in their best interests.

The milestones of development are broken down further in the Strathmore development frameworks and the progression path will be adapted and enriched to suit the needs of all learners.

The Career Plan is reviewed annually.

Key Stage	Learning Outcomes	Activities	Gatsby Benchmark	When	Who is responsible	Employer encounters
Key Stage 3 (Years 7, 8 and 9)	Cycle 3: 2023-2024 All learners have exposure to experiences, activities and community visits linked to their families, cultures, religion and significant events All learners move safely	Cycle 3: 2023-2024 At least 3 community visits per year to a range of venues that can be linked to careers.	Cycle 3: 2023-2024 Benchmarks: 2,3,4,5,6	Cycle 3: 2023-2024 Ongoing throughout the year Summer term	Cycle 3: 2023-2024 All staff working with learners	Cycle 3: 2023-2024 Learners become aware of potential work placements in their local community through their educational visits

	<p>around their local community and show awareness of road safety with increased independence</p> <p>All learners access places in the local community with increased independence and confidence</p> <p>All learners access a mode of transport according to their individual needs and ability</p> <p>All learners are aware of safe and hygienic practices throughout the</p>	<p>Regular off site educational experiences using a range of transportation including walking, cycling, scooting and public transport.</p> <p>Staff trained in bikeability to so they can equip learners with the skills to use the road safely.</p> <p>What do their parents / carers / grandparents etc</p>		<p>On going throughout the year.</p> <p>Autumn Term</p> <p>Throughout the year.</p>	<p>Skills for independence leads</p> <p>SLT overseeing curriculum leads</p> <p>Strathmore family worker</p>	
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	<p>school day (PSHE)</p> <p>All learners develop greater levels of familiarity with workplaces around their local community (PSHE)</p> <p>Learners communicate their interests and preferences, through their preferred mode of communication</p> <p>Learners to access activities in the playground linked to careers, e.g role play</p>	<p>do? Careers week used as an opportunity to involve parents.</p> <p>Discreet PSHE sessions about use of money and how to pay for goods and personal hygiene.</p> <p>Through community visits arranged at the start of the year learners are building relationships with these venues (horse riding, wheels for all). Parents are</p>		<p>Throughout the year.</p> <p>Autumn Term.</p> <p>Throughout the year.</p>		
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	<p>To shadow the older students running enterprise projects and take on some school-based responsibilities if appropriate.</p> <p>Learners to have access to ...encounters in different industries</p>	<p>invited to attend trips.</p> <p>AFC invited in to deliver workshop on learners interests in the Autumn Term. Learners begin to build their career profile with support by identifying skills and preferences</p> <p>Board games (Pop to the Shops, Monopoly), video games related to the world of work e.g Zoo tycoon, city tycoon</p> <p>Learners engage in role play activities</p>		<p>Spring 2 onwards.</p> <p>Spring 2 onwards.</p>		
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	<p>At least one visit per year from inspirational speaker about careers (Preferably SEN)</p> <p>The start of beginning to plan what pathway each learner will be on for KS4.</p> <p>Careers guidance sessions offered to learners (trust wide)</p>	<p>e.g. making a sandwich, recycling, litter picking, making a healthy snack in the learning zones set up in the classroom and generalize their knowledge around the school and in the community.</p> <p>Learners observe café vanilla/rainbow deli and setting up the lunch hall.</p> <p>Links made through the careers week are invited in to deliver one off sessions/workshops to our learners.</p>		<p>Throughout the year.</p>		
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		<p>Approach past learners to see if they would like to come in a share their journey with our current cohort. Identify links we could make through Ruils.</p> <p>Y9 Independent skills audit</p>				
Key Stage	Learning Outcomes	Activities	Gatsby Benchmark	When	Who is responsible	Employer encounters
Key Stage 4 (Years 10 and 11)	<p>Career pathway for all learners to be identified by the start of KS4 (Y10)</p> <p>All learners will have exposure</p>	<p>Regular off site educational experiences using a range of transportation including walking with clear links to potential work placements:</p>	<p>Benchmarks: 2,3,4,5,6</p>	<p>Educational and community visits ongoing throughout the year</p> <p>Work experience</p>	<p>All staff working with learners</p> <p>Skills for independence leads</p>	<p>In-housework experience will give learners the opportunity to become familiar with the routines and processes involved in a work placement.</p>

	<p>to experiences, activities and community visits linked to their families, cultures, religion and significant events</p> <p>Learners respond to hazardous situations in the local community with increased independence</p> <p>Learners recognize keywords and signs in their local community and access leisure activities with increased independence</p> <p>Learners are familiar with different modes of transport and</p>	<p>Café, library, youth centre, library, garden centre</p> <p>Preparing for Adulthood modules with links to work places:</p> <ol style="list-style-type: none"> 1. Gardening 2. Food catering 3. Personal care 4. Admin jobs 5. Personal Interests <p>Learners and families are supported by FSW and adult services to reach out to the local community and find out about future destinations, supported voluntary work, work experience.</p> <p>Classroom activities available in learning zones that link to the world of work:</p>		<p>placements to be tailored to individuals or groups of learners starting in Autumn 1 as appropriate</p>	<p>SLT overseeing curriculum leads</p> <p>Strathmore family support worker</p>	<p>Some learners will be able to access work experience placements outside school having had opportunities to learn and practice skills beforehand at school</p>
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	<p>complete journey routines independently</p> <p>All learners complete work related activities successfully regularly and over time and generalise their skills around the school, other campuses and in the local community where appropriate</p> <p>Learners are familiar with hygiene and safe practice in the food tech room the 'food safety' programme</p> <p>Learners continue to</p>	<p>board games, videos, non-fiction books.</p> <p>Visits for family members who can talk about their jobs and careers.</p> <p>Employment workshops (for those students deemed appropriate) and provided by local Job Centre, DWP (department of work and pensions) or in house via a tutor: Richmond Hill Hotel, Arts Day, Gardening skills</p> <p>Discreet sessions included in learning zones about use of money, how to pay for things, shopping</p>				
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	<p>develop strong links with local employers by visiting local venues and asking for information related to work experience opportunities</p> <p>Some learners to start extended work experience placements. Summer term.</p> <p>All learners to access taster activities in Autumn and Spring term to identify interests (learner voice) and skill set. 1 per term</p> <p>Learners access careers week.</p> <p>Careers guidance sessions offered</p>	<p>online and how to save money.</p> <p>Learners engage in work-based projects set up in the classroom and expand their skills through in-house work experience opportunities as well as external work experience where appropriate. E.g., Café Vanilla and Rainbow Deli</p> <p>Promoting careers programme to families and carers through school communications, transition event, training sessions</p> <p>Planned lessons towards accreditation that lead to work placements</p>				
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	to learners (trust wide)	National Careers week Y11 Skills Audit review Supported volunteering				
Key Stage	Learning Outcomes	Activities	Gatsby Benchmark	When	Who is responsible	Employer encounters
Key Stage 5 (Years 12,13 and 14)	All learners will have exposure to experiences, activities and community visits linked to their families, cultures, religion and significant events Learners identify the correct places for a service or resources required Learners make familiar journeys	Regular off site educational experiences linked the work places using a range of transportation including walking. Preparing for Adulthood modules with links to work places: 6. Gardening 7. Food catering 8. Self-care 9. Office related jobs 10. Personal Interest	Benchmarks: 2,3,4,5,6, 7,8	Educational and community visits ongoing throughout the year Work experience placements to be tailored to individuals or groups of learners starting in Autumn 1 where appropriate	All staff working with learners Skills for independence leads SLT overseeing curriculum leads Strathmore family support worker	National Careers Week: 'A day in the life...' interviews with employees and Q&A session Expert visiting school to talk about enterprise projects. 'Garden project', 'making a meal' project Learners will have encounters with employers throughout the academic year

	<p>on appropriate mode of transport and respond to unexpected situations with increased independence</p> <p>Learners use a mobile phone or other communication device to contact a key person for a range of reasons</p> <p>Learners understand what happens at their next stage in their education and what they need to do to prepare successfully</p> <p>Some learners to have strong links with local employers and</p>	<p>CV writing workshops</p> <p>Employment workshops (for those students deemed appropriate) and provided by local Job Centre, DWP (department of work and pensions) or inhouse via a tutor</p> <p>Discreet sessions included in learning zones about use of money, how to pay for things, shopping online and how to save money.</p> <p>Fundraising and paid employment opportunities.</p> <p>Formal 'work experience' placements in-house or external according to abilities and with a</p>		<p>Interview process to be differentiated and adapted to each learner or small group of learners in Y14 as appropriate</p> <p>Visits to future education placements start in Y13</p> <p>Transition to next educational placement for Y14 learners start in Summer term once placements have been confirmed</p>		<p>according to their ability and preferences</p> <p>In-house work experience will give learners the opportunity to become familiar with the routines and processes involved in a work placement.</p> <p>Some learners will be able to access work experience placements outside school having had opportunities to learn and practice skills beforehand at school</p>
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	<p>carry out work supported work experience</p> <p>Learners express their likes and dislikes and are able to describe their skills and what they need to continue to work on</p> <p>Learners express their preferences about their next steps after they leave Strathmore school</p> <p>Most learners to attend extended work experience placements if appropriate.</p> <p>Emerger learners continue with their personal</p>	<p>specific skill outcome that can be used to build up a learners' CV</p> <p>Ongoing information about careers and next placements for families</p> <p>Transition to next placement programme starts: visits to colleges and residential places.</p> <p>Preparing for interviews: work placements/college</p> <p>Planning and taking part in a residential trip</p> <p>National Careers week</p> <p>'Skills boost' Programme</p>				
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	<p>care/life skills programme.</p> <p>Parents of learners doing extended placements to be familiar with employers and next steps to support transition and continuity of job opportunities.</p> <p>Careers guidance sessions offered to learners (trust wide)</p>	<p>Supported volunteering</p>				
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Provider access and Partnerships

Learners participate in careers learning opportunities that are carefully tailored to each learner's individual needs and are consistent with the eight Gatsby benchmarks:

- A stable-careers programme
- Learning from career and labour market information
- Learners will be encouraged to discuss work and careers with parents / carers and other familiar adults.
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

As a school Strathmore supports Career's development through meaningful, personalised, work experience opportunities. The school aims for all learners in the 14-19 provision to have at least one experience of a workplace before leaving. The school constantly strives to forge links with the local community to support this aim.

Through our existing partnerships with other colleges, professionals, and businesses, we deliver bespoke packages of work experience for learners. Learners are typically supported by school staff during work experience placements but the nature and level of support offered differs based on the needs of each individual pupil. We welcome feedback from learners, families, employers and other stakeholders on an ongoing basis, continually refining and improving our offer to individual pupils based on this feedback.

As well as work experience opportunities, Strathmore supports careers development through close links with a number of local Further Education providers. Pupils visit different provisions so that they can experience learning in a different learning environment. Learners are encouraged to express a preference in terms of their destinations after leaving Strathmore through their EHCP and review processes.

Monitoring Evaluation and Review

The headteacher will ensure that the Careers Programme and CEIAG events are supported and monitored. The appointed Careers Leader (backed by the Senior Leadership Team) is to report regularly and ensure SLT have an overview of CEIAG work.

The effectiveness of this policy will be measured in a variety of ways:

- Feedback from learners, parents and carers after every CEIAG activity and via parent survey.

- Feedback from external visitors to the school, such as the School Improvement Partner (SIP) or Ofsted.
- Feedback from external employers and guest speakers after a CEIAG event or a work placement opportunity.
- The number of learners who are NEET in October having left school in the previous summer – this figure can be compared to national figures as well as the equivalent figure from similar schools both nationally and within London.

To ensure that the career programme strategy is effective and implementing feedback provided by all stakeholders, the Governing Body of Strathmore School will receive an update annually and will review accordingly.

The careers programme policy will be reviewed annually.

Approval and Review

This document has been reviewed and approved by SLT, the Careers Education Lead and the Local Governing Body.

Reviewed: July 2023

Next review date: July 2024

Appendix 1: The Gatsby Benchmarks

1	A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3	ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4	LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6	EXPERIENCES OF WORKPLACES	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8	PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

Appendix 2: Career Programme timeline and learning Outcomes for each Key Stage

What to expect and when

School Year Group	Term	Action	
Y11	Spring 1/2	Strathmore Family Worker will attend annual reviews of learners who are going to start KS5. and inform parents about the transition programme that will take place over the next three years.	
Y12	Spring January – April	You will receive a booklet and discuss college options with your child's class teacher and or SFW (Strathmore family worker) You need to start visiting college Open Days to get a feel for different settings.	
Y12	ongoing	Understanding available pathways and interests for our KS5 Learners	
13	Autumn 1 October	Autumn Parents' Consultation – Learners will visit colleges within school time, and they should also visit colleges with you separately. Keep the class teacher up to date with your plans.	
13	Spring January – April	You will have visited some colleges and will know whether you are applying for residential or day placements which will help refine the options.	
13	Spring 2 March – April	Annual Review – You should now have a preference of where you would like to apply to. Complete your application forms (each College will guide you via the website).	
13	Summer 2 June – July	Summer Parents' Consultation	

14	Autumn October - November	Annual Review – this will be attended by you, the young person, social care, SEND EHCP co-ordinator and the college you have applied to. Any other college related actions can be discussed (e.g. transport).	
14	Autumn	College will carry out observations and invite pupils for interviews.	
14	Summer April – July	The young person will be invited to attend some transition sessions at their new college. They can be supported to attend these visits by school or home. School will now be working with the young person on their understanding of transition. This may include discussions in class or on a 1:1 basis, social stories, or other therapeutic support.	
	Autumn September	<i>First Year at New setting!</i> The young person will start at	
	Autumn November	School will contact you to ask how things are going and to gather some feedback on your transition process.	
	Various Dates	School attends first annual review in new setting. Please ask the college to invite us!	

Appendix 3: Learning Zones in a 14-19 classroom

<p>Independent Living Skills</p>	<p>Experimenters</p>	<p>Work experience area</p>
<p>Community</p>	<p>LEARNING AREAS IN A 14-19 CLASSROOM</p> <p>FOOD GLORIOUS FOOD</p>	<p>Reading & Leisure</p>
<p>Independent/TEACCH</p>	<p>Teaching Input</p>	<p>Construction</p>

