SEND Careers Programme Overview Academic Year 2026-27 Whitefield

THE CAREERS & ENTERPRISE COMPANY

Vision Statement
We have high aspirations for our pupils and believe many will go on to achieve employment. Through specialist career guidance, work experience opportunities, and employability skills training, we are committed to doing whatever we can to help our pupils follow their chosen path.

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Milestones and Learning Outcomes

Key Stage 3 Yr 7-9

- Develop self-awareness, confidence, and aspirations
- Introduce the concept of work, roles, and community participation

Key Stage 4 Yr 10 - 11

- Explore career pathways and next-step options
- Begin to plan transition routes
- Build independence and employability skills

Key Stage 5 Yr 12 - 14

- Prepare for adulthood and employment
- Increase independence and community participation
- Make informed post-19 choices

Additional Information

- Curriculum links: Careers learning is embedded across PSHE, Life Skills, vocational subjects.
- Employer engagement: Partnerships with local employers and organisations such Organiclea
- Monitoring & evaluation: Student voice, destination data, and Compass+ tracking.
- Responsibility: Careers Lead oversees delivery and review with support from staff and external partners.

Key Events and Experiences

Yr 7-9

PSHE Careers units
Assemblies
Careers Advice 1:1's
Life Skills
Work experience
Visits in local community including Internal Café
Attend In School Career Fairs
In class Workshops including Job role play lessons / Enterprise Activities

Yr 10 – 11

PSHE Careers units
Assemblies
Careers Advice 1:1's
Life Skills
Work experience Opportunities St Louis café
Visits in local community
External SEND Careers for Waltham Forest /External speakers talks Workshops, CV Writing, Mock interview / Enterprise Activities

Yr 12-14

PSHE- Careers units /Assemblies
Careers Advice 1:1's
Visit to Project Search Supported Internships programmes Year 13-14
External SEND Careers for Waltham Forest
External speakers talks. Workshops
Visits in local community
Attend External SEND Careers Fair for Waltham Forest
External speakers talks Workshops, CV Writing, Mock interviews with Employers / Enterprise Activities / Timetabled Work Experience internal and External Opportunities including local Charity Shop Sue Ryder, Work Experience, Visits to local colleges Providers

Inspiring and preparing young people for the world of work.

Overview adapted from the 2025–26 roadmap; activities and contact details carried forward for review against the 2026–27 working plan.

Careers programme 2026–27

Future Ready | Preparing for Adulthood | Years 7–14 | Pathways 1–5

1. Vision and annual overview

We have high aspirations for our pupils and believe many will be able to access further education, supported internships and other next steps. Through specialist careers guidance, work experience and employability skills training, we support pupils to follow their chosen path. Meaningful participation, choice and independence are valued outcomes for every learner.

Autumn • Jobs in the Community	Spring • Building Skills	Summer • Business and Social Enterprise
Discover strengths, interests and community roles.	Develop communication, teamwork, independence and transition skills.	Apply skills through enterprise, community participation and work-related learning.
Community visits, role play, greeting cards and decorations.	Careers fair, employer workshops, CVs, interviews,Enterprise activities.	Product design, sales, charity enterprise and transition reviews.

Delivery and accountability

Careers Lead: Sam McCarthy | sam.mccarthy@lihtrust.uk | 020 8523 4833 (contact from previous overview; verify before publication). SLT sponsor and pathway leads: to confirm. Teachers embed learning in PSHE, Life Skills and vocational subjects; partners support encounters and transitions.

Preparing for Adulthood (PfA): employment, independent living, community inclusion and health. Use EHCP outcomes, pupil voice, AAC, sensory resources, supported choice and individual access arrangements to personalise delivery.

Working status: proposed curriculum progression and summer activities require staff agreement. Dates from the 2026–27 visitor plan are retained as provisional or unverified; past dates are not assumed completed. Review at each term's end.

2. Year-group progression

Year	Focus and intended outcome	Core experiences / evidence
7	Recognise your own preferences and familiar community roles.	Sensory stories, uniforms, All About Me; choice record.
8	Explore jobs and practise participation in a shared task.	Community visits, café role play; photo or observation.
9	Express aspirations and contribute to transition planning.	Dream Job, careers fair, profile and EHCP review input.
10	Explore post-16 options and practise work routines.	Internal work experience, provider encounters, skills checklist.
11	Make supported next-step choices.	Careers guidance, college visits, applications or transition plan.
12	Develop independence and employability in realistic contexts.	Timetabled work experience, enterprise, CV or vocational profile.
13	Compare post-19 destinations and practise transition skills.	Provider visits, Project Search exploration, mock interviews.
14	Prepare for an agreed destination and supported handover.	Personal guidance, action plan, visits, application or adult service transition.

All experiences are adapted to pathway, communication, health and individual readiness. The year-by-year breakdown is proposed from the existing KS3, KS4 and KS5 milestones, not a fixed entitlement to identical activities.

3. Pathways and potential destinations

Pathway	Learning and experiences	Potential destinations (explore individually)
1	Sensory stories; builder hard hat and vest; supported sensory choices and participation.	Adult Social Care; NELFT Memory Service (listed in source; suitability to check); PMLD provision; Infinite Oasis Care.
2	Sensory stories, community visits, uniforms and vehicles; familiar people and routines.	Adult Social Care, Acorn, Vibrance Autism Specialist.
3	Sensory stories, community visits, enterprise, Dream Job and All About Me.	Adult Social Care, Acorn, Vibrance Autism Specialist.
4	Sensory boxes, fire station or Leyton Orient visits, enterprise, 1:1 guidance, café/site services/reception, post-14/16 assembly, fair and one-page profile.	Waltham Forest College (life skills/independence), New City College, St John's College (Ambitious Autism – name to verify), Acorn, Vibrance.
5	Employer and college visits, internal/external work experience, Haven House enterprise, BTEC Workskills, sustainability expo, LASC construction, SEND Careers fair, CVs, applications and interviews.	Waltham Forest College, New City College Horizon, Capital City College, Big Creative College, St Johns College, Project Search, Mencap/West Lea Horizon, Capital City College

Destinations are examples from the school planning document, not confirmed placements or eligibility. Check provider names, entry criteria, funding, transport and individual suitability with families and relevant professionals.

4. Autumn curriculum planning | Jobs in the Community

Pathways	Suggested learning activities	Curriculum links	Evidence / outcome
1–2	Sensory job stories, explore uniforms and objects; choose a preferred experience.	Communication, sensory learning, community inclusion	Observe response/choice.
3	All About Me, matching jobs, community visits and simple role play.	PSHE, communication, Life Skills	Record preference and participation.
4	Dream Job, career profile, café and retail role play, staff interviews.	English, PSHE, Life Skills	Identify strengths and community roles.
5	Research jobs, employer encounters, career profile and workplace expectations.	English, ICT, vocational learning	Explain interests and next steps.

Enterprise project: Greeting cards, decorations and Zoom hats; sell at parent events or coffee mornings where appropriate.

Resources: share differentiated resources on Google Classroom; use objects of reference, visuals, AAC, role play and accessible worksheets. Review careers action plans and EHCP/PfA outcomes at term end.

Class / lead	Planned lesson or activity / date	Adaptations / resources	Impact / next step

4. Spring curriculum planning | Building Skills

Pathways	Suggested learning activities	Curriculum links	Evidence / outcome
1–2	Supported turn-taking, choosing tools and completing a familiar routine.	Communication, physical development, Life Skills	Record engagement and support level.
3	Team-building, simple skills checklist and supported enterprise tasks.	PSHE, maths, communication	Identify or demonstrate a skill.
4	Team tower challenge, staff interviews, career goals and supported mock interviews.	English, maths, PSHE, Life Skills	Update one-page profile and action plan.
5	Skills audit, Personality Buzz Quiz where suitable, CV, application, interview and Supported internship exploration.	English, ICT, BTEC Workskills	Produce CV/profile and review goals.

Enterprise project: Soap or tie-dye bags; practise customer service and hygiene with Aston Group where agreed.

Resources: share differentiated resources on Google Classroom; use objects of reference, visuals, AAC, role play and accessible worksheets. Review careers action plans and EHCP/PfA outcomes at term end.

Class / lead	Planned lesson or activity / date	Adaptations / resources	Impact / next step

4. Summer curriculum planning | Business and Social Enterprise

Pathways	Suggested learning activities	Curriculum links	Evidence / outcome
1–2	Choose colours/materials, explore products and participate in supported making.	Sensory learning, communication, art	Record choices and contribution.
3	Make crafts, sort stock and practise exchanging items.	Maths, art, Life Skills	Complete a supported enterprise task.
4	Design logo, make products, practise pricing and customer interaction.	Art, maths, English, ICT	Explain or demonstrate enterprise role.
5	Explore entrepreneurs, business plan, budget, product pitch and social change.	Maths, English, ICT, vocational learning	Evaluate sales, teamwork and next steps.

Enterprise project: Crafts such as bead bracelets; summer sale and Haven House social enterprise where agreed.

Resources: share differentiated resources on Google Classroom; use objects of reference, visuals, AAC, role play and accessible worksheets. Review careers action plans and EHCP/PfA outcomes at term end.

Class / lead	Planned lesson or activity / date	Adaptations / resources	Impact / next step

5. Autumn calendar | September–December 2026

Date	Activity / organisation	Group / contact	Status / Gatsby*
September	Profiles, baseline, community jobs (proposed)	All pathways / teachers	Plan • 1,3,4
13 Oct / 2 Dec	WFC visit		Reschedule; 2 Dec listed • 1,3,4,7
15 Oct - started	Careers 1:1 interviews	Sixth Form / Sam	Delivery to verify • 1,2,8
20 Oct -	SLT Compass evaluation	SLT / careers lead	Delivery to verify
3, 10, 17 Nov	DWP employability workshops	Sherwood and Epping	Delivery to verify • 1,5
5 Nov	Haven House enterprise launch	Laura Smith; 1:30–2:30 Sixth Form	Time/delivery to verify • 1,5
8 Dec	Aston Group taster workshops	Classes TBC	Listed; confirm • 1,5
9 Dec	RIOT creative project visit	Sixth Form	Awaiting class meeting • 1–7
December	Enterprise sale and term review (proposed)	All pathways / teachers	Plan • 1,3,4

*Gatsby numbers for listed events follow the source where supplied; proposed mappings are indicative. Validate evidence before recording achievement.

6. Spring calendar | January–March 2027

Date	Activity / organisation	Group / contact	Status / Gatsby
12 & 19 Jan	Aston Group class workshops	Rachel Statter; same class slots as December	TBC • 1,5
January onwards	Pizza Express, South Woodford – pizza making	Group to agree	TBC • 1,5
8–14 Feb	National Apprenticeship Week / Aston workshop	Rachel Statter; same class slots	TBC; check national dates
18 Feb	Whitefield careers fair, sports hall	9:30–11:30; parents invited; Pathways 1–2 parent session 2–3pm	Provisional; check term dates • 1–8
1–6 Mar	National Careers Week / Aston workshops	Groups to agree	Source dates; verify
TBC	Leyton Orient stadium careers visit	Group to agree	TBC • 1,5
TBC	Joseph Clarke café visit; Jobcentre visit	Group to agree	TBC • 1 (source)
March	Skills review, action plans and Compass evaluation	All pathways / lead	Proposed

Careers fair planning: invite suitable destinations for each pathway, employers, alumni and families; arrange accessible sessions, quiet space, staffing and follow-up.

7. Summer calendar | April–July 2027

Date / window	Activity	Group / lead	Status / evidence
April	Launch enterprise project; roles, materials and accessible choices	All pathways / teachers	Proposed / plan
April–May	Internal and external work experience; employer feedback	Individual pupils / careers lead	Proposed / log
May	College, adult provision and supported internship visits	Transition cohorts / pathway leads	Proposed / visit record
May–June	Sustainability Expo 2027; LASC construction workshops	Pathway 5 / careers lead	Source activities; dates TBC
June	Social enterprise product pitch, charity project and summer sale	All pathways / teachers	Proposed / pupil voice
June–July	Year 11 and 14 transition reviews, handover and destination checks	Careers lead / families / SLT	Proposed / action plans
July	Enterprise evaluation, Compass review and next-year priorities	All pathways / SLT	Proposed / evaluation

Additional undated opportunities: Organiclea, St Louis café, Sue Ryder charity shop, external SEND careers fair, alumni event and Project Search visits for Years 13–14. Confirm partner availability and suitability.

8. Work experience and monitoring

Learners will rotate through different internal and, where appropriate, external work experience placements, matched to their pathway, interests and support needs. Internal rota: site services, reception, primary and school coffee shop; external opportunities include charity shops and cafés. Individual targets will be set through EHCP annual reviews, careers interviews and discussions with learners and their teachers. Staff will record progress and review targets termly to inform the next placement. Agree staffing, consent, risk assessments, adjustments, travel and supervision before placement. The work experience rota and learners' career aspirations are recorded and monitored through the Careers Tracker Spreadsheet 2026–27. This informs placement allocation and future destination planning.Termly review and actions

Action	Proposed owner	Review point / evidence
Update careers tracker: interviews, encounters, work experience, profiles, destinations; work experience rota and learner aspirations	Careers lead / teachers	Each term; Compass+ and pupil voice
Review pathway curriculum and PfA outcomes; identify support needs	Pathway leads / SLT	Each term; EHCP and class evidence
Update website, provider access document, careers programme/policy and parent leaflet	SLT / careers lead	Annual review; verify statutory requirements
Compass evaluation and panel review	Careers lead / SLT	End of each term; panel every two years, next date verify

Gatsby reference: 1 Stable programme; 2 Career and labour market information; 3 Addressing individual needs; 4 Curriculum links; 5 Employer encounters; 6 Workplace experiences; 7 Further/higher education encounters; 8 Personal guidance.

Sources: Whitefield SEND Careers Programme Overview 2025–26 (p.1); Future Ready planning document (pp.1–2, headed 2025–26); Whitefield Visitors & Activities 2026–27 (pp.1–4). New year-level outcomes, curriculum links and summer scheduling are proposed additions.