

## Creative Careers and Transition Pathways

### Creative Careers

Career= an occupation undertaken for a significant period of a person's life and with opportunities for progress.

Only 5% of SEN pupils nationally stay in paid work.

For many of our pupils paid work is not a realistic goal post as our pupils may need permanent 1:1 carers and are not able to physically engage with work or concentrate beyond short periods of time.

At Vbranch House we do not support pushing these pupils into work experience that will simply 'tick the box' of work experience, but there are aspects of working that should be available to all.

If working for money is not the priority then this opens a number of careers that might be engaging and bring a sense of achievement for our pupils.

We have created a grid, using grid 3 software, which enables pupils to read about and explore a number of different creative careers. These include: author, journalist, photographer, music producer, blogger, vlogger, artist, actor and other activities that could be undertaken as a hobby or potentially allow opportunities for progress. These are activities that the pupil could do with a significant degree of independence. They are activities to enrich their lives and support connecting with others and avoiding social isolation.

### Transition Pathways

One common target on all of pupils' EHCPs is: to avoid social isolation.

One of the ways we prepare our pupils for adult life, and to avoid social isolation, is through Transition Pathways.

Transition Pathways is about experiencing different places and activities in the community. It is about understanding which places and activities the pupils like and dislike and linking these pupils and their parents with others in the community. It is a pathway as it is only by engaging with the community that these important links can be made with groups and individuals and it also covers disability access.

For example, we visit museums, libraries, cafes, farms, bowling alleys and cinemas (among many other places.) Often pupils are anxious on initial visits but we re visit until the pupil is more confident and can to express whether they enjoyed the experience or not. While on

these visits we make communication a priority, both between us and the pupils and with the provision. It is important that the pupil is actively engaging with their surroundings rather than just being present.

The majority of our current cohort of pupils will not access further education and so will receive a social care package post 19. We aim to prepare the pupils and parents for this by finding individualised activities that the pupils want to spend their time engaging with and link to other young people and groups with similar interests and often similar disabilities. It is vital to find a routine of activities that the pupil will engage with when they leave Vbranch, to structure their week and give them the stimuli and opportunities they need to experience the best quality of life and their best future.