

Stocklake Park

Roots

Careers Programme and

Work Related Learning

Roots Programme

Our careers programme is built on the belief that every student deserves a future they can see themselves in — one that honours their individuality, nurtures their strengths, and offers meaningful opportunities for growth, contribution, and pride. To reflect the diverse profiles and needs of our learners, we offer two distinct but equally valued pathways: Horizons and Roots.

Roots is designed for Pre-Formal & PMLD student profiles.

Roots is a sensory-rich, emotionally resonant pathway. It centres presence, connection, and meaningful engagement with the world around them.

Students are supported to:

- Experience careers-related themes through sensory exploration and relational contexts
 - Build identity and self-awareness through creative, expressive activities
 - Contribute to their community in ways that feel purposeful and affirming
 - Develop preferences and voice through consistent, dignified routines
- Celebrate their role in shared spaces — from classroom enterprise to local visits

Roots is grounded in emotional safety, sensory accessibility, and student dignity. It recognises that contribution can take many forms — from noticing and responding, to expressing joy, to being a valued presence in a shared experience.

Why Two Pathways?

Differentiation is not about dividing learners — it's about designing with intention. Horizons and Roots reflect our commitment to inclusive excellence, ensuring that every student's journey is shaped by their profile, preferences, and potential. While the pathways differ in structure and emphasis, they are united by:

- A shared ethos of learner voice, pride, and possibility
- A curriculum identity that is mature, emotionally rich, and aspirational
- A commitment to visual clarity, sensory accessibility, and creative depth
- A belief that every learner matters, and every future is worth investing in

These pathways are not fixed tracks — they are flexible frameworks that evolve with the learner. They allow staff, families, and learners themselves to make informed, dignified choices about what careers education looks and feels like.

Stocklake Park – Careers Programme and Work Related Learning

Careers at Stocklake Park School

At Stocklake Park we refer to the word “career” as an individual’s pathway through life. We hope to support all our students to have “careers” that are progressive, meaningful, autonomous and that reflects their hopes, ambitions, personal preferences and needs. The young people at Stocklake are at the very heart of what we do.

We understand that each child is unique and we adapt our work to make sure that all students reach their full potential. Our students need and deserve a curriculum that caters for their specific needs, including their learning needs, their social and emotional needs and their sensory needs.

Our curriculum reflects each pupil’s complex needs, their individuality and their future life.

How does Stocklake Park School evaluate the effectiveness of its Work-Related Learning programme?

- Destinations data is used as an indicator of the long-term impact of the careers provision at Stocklake Park School.
- We use Compass, a careers benchmark tool, to evaluate our careers activity against the eight Gatsby Benchmarks of best practice.

- We work closely with our Bucks Careers Hub and our Enterprise Co-Ordinator in creating and implementing a strategic careers record, which is reviewed termly.
- Our careers programme is reviewed annually

Stocklake Park – Careers Programme and Work Related Learning

CDI Career Development Framework

Stocklake Park School's Career Programme is informed by the CDI's Career Development Framework. The Career Development Framework describes the six learning outcomes that career development programmes should focus on to ensure students develop the career development skills that they need to have positive careers.

What is the Careers Development Institute (CDI)?

- The **Careers Development Institute (CDI)** is the UK's professional body for everyone working in careers education, information, advice, and guidance.
- The CDI supports over 5,000 members who help young people and adults make informed choices about their futures.
- The CDI champions the importance of high-quality careers support for individuals, schools, employers, and society as a whole.

What Does the CDI Do?

- **Sets Professional Standards:** The CDI sets the standards for careers professionals, ensuring they are well-trained and up-to-date.
- **Provides Resources and Training:** It offers resources, training, and qualifications for staff working in careers education.
- **Supports Schools and Colleges:** The CDI helps schools and colleges deliver effective careers programmes, including guidance on statutory requirements.
- **Advocates for Careers Education:** It works with government and employers to promote the value of careers education and guidance.
- **Research and Best Practice:** The CDI leads research and shares best practice to improve careers provision nationally.

The CDI Career Development Framework: The Six Key Areas

- The CDI has developed a **Career Development Framework** that outlines the key skills, knowledge, and attitudes young people need for a positive career. This framework is used by schools to shape their careers programmes and ensure all students are supported to thrive. The six areas are:
- **Grow Throughout Life:** Learning about yourself, your strengths, and how you can develop over time.
- **Explore Possibilities:** Finding out about the different jobs, careers, and pathways available, and understanding how recruitment and workplaces operate.
- **Manage Career:** Actively planning and managing your career, making the most of opportunities, and learning from setbacks.
- **Create Opportunities:** Being proactive, building positive relationships, and seeking out new experiences.
- **Balance Life and Work:** Understanding how to balance work with wellbeing, family, and other interests.
- **See the Big Picture:** Understanding how your career fits into the wider world, including the economy, society, and your community

Sensory Awareness & Engagement (KS3)

Term	Theme	Sensory Focus	Careers Focus	CDI Area	Gatsby
Autumn 1	All About Me	Touch: tactile name mats, textured likes/dislikes boards	Exploring personal identity and preferences	Grow Throughout Life	3, 4
Autumn 2	My Friends	Auditory: voice recognition, call-and-response games	Sensory interactions with peers and adults	Create Opportunities	2, 3
Spring 1	Classroom Rules	Visual: symbol schedules, lights for 'stop/go'	Understanding jobs and structure in classroom	Manage Career	2, 3
Spring 2	Feelings & Regulation	Proprioception/vestibular: deep pressure, movement	Learning about co-regulation and support	Balance Life & Work	1, 3
Summer 1	Public vs Private	Spatial: sensory zones (quiet/dark vs bright/noisy)	Exploring settings: where jobs and leisure happen	See the Big Picture	6, 8
Summer 2	In-Class Job Roles	Functional tactile props: watering cans, trays, uniforms	Engage in helper roles: handing out, tidying	Explore Possibilities	4, 5

Exploration of Preferences & Community (KS4)

Term	Theme	Sensory Focus	Careers Focus	CDI Area	Gatsby
Autumn 1	My Favourite Things	Taste/Smell: cooking, tasting sessions	Exploring jobs involving food, music, etc.	Grow Throughout Life	3, 4
Autumn 2	My Community	Local area walks: tactile signs, multisensory environments	Identifying familiar jobs (bus driver, shop worker)	See the Big Picture	5, 6
Spring 1	People Who Help Us	Dress-up play: role clothes, object cues (stethoscope, hose)	Health/Safety careers - experience roles	Explore Possibilities	2, 5
Spring 2	Jobs in School	Real tools: brooms, registers, snack baskets	Simple WRL activities (classroom/post jobs)	Create Opportunities	5
Summer 1	Making Choices	Sensory choice boards, cause-and-effect switches	Begin showing autonomy in task preference	Manage Career	1, 2
Summer 2	Enterprise Project	Textures: crafts, dough, tactile art for sales	Collaborative mini-enterprise activity	Create Opportunities	4, 6, 7

Preparing for the Future (KS5)

Term	Theme	Sensory Focus	Careers Focus	CDI Area	Gatsby
Autumn 1	My Learning Style	Sensory stories: jobs (chef, cleaner, gardener)	Reflecting on preferences for work tasks	Grow Throughout Life	3, 8
Autumn 2	Role Play & Jobs	Sensory job stations (café, shop, post office)	Engage in WRL simulations	Create Opportunities	5, 6
Spring 1	Life & Work Balance	Sensory circuits for wellness	Distinguish work time vs calm time	Balance Life & Work	1, 3
Spring 2	College/Pathway Awareness	Tactile maps, sensory passports for transitions	Visit local colleges or meet staff on site	Explore Possibilities	7
Summer 1	Celebrating Skills	Sound/light displays for showcasing talents	Create sensory CV/profile using symbols/photos	Manage Career	3, 4
Summer 2	Jobs & the Environment	Outdoor sensory activities: water, mud, litter-picking	Learn about eco-jobs and site maintenance	See the Big Picture	6, 7, 8

Consistency with Evolving Coverage

Our careers programme is designed around a consistent, inclusive framework that ensures all learners — across both **Horizons** and **Roots** pathways — experience careers education that is aspirational, accessible, and emotionally resonant. While the **core ethos, structure, and learner-centred principles remain constant**, the **coverage and thematic depth evolve over a three-year cycle** to reflect progression, variety, and meaningful repetition.

Programme Information

- The programme is built on a stable foundation of **learner voice, dignity, and differentiated access**, ensuring that every learner can engage meaningfully regardless of profile or starting point.
- Key components — such as enterprise, community engagement, self-awareness, and contribution — are revisited annually to reinforce understanding and deepen emotional connection.
- The use of consistent visual branding, sensory toolkits, and learner passports ensures clarity, familiarity, and pride across all stages.

How Coverage Evolves Over Three Years

Each year introduces **new contexts, themes, and experiences** while revisiting core concepts through fresh lenses. This allows learners to:


- **Re-encounter familiar ideas** with greater independence, nuance, or sensory depth
- **Explore new career sectors, roles, and environments** that reflect changing interests and aspirations
- **Build on prior knowledge** through scaffolded activities that stretch thinking and emotional engagement
- **Develop transferable skills** across varied enterprise projects, community visits, and vocational tasters
- **Reflect on personal growth** using student-led tools that evolve with maturity and profiles

Planning for Progression and Personalisation

- Staff use long-term planning grids to map **coverage across three years**, ensuring breadth, depth, and relevance.
- Activities are **differentiated by learner profile** (pre-, semi-, formal) and adapted for emotional resonance, sensory access, and communication style.
- Students may **repeat themes with new tools or contexts**, allowing for consolidation, pride, and growth.
- Planning remains flexible to accommodate **individual EHCP targets, community opportunities, and emerging learner interests**.

Stocklake Park's Careers Programme has explicit backing from SLT and Governors.

The Career Programme is reviewed each year. The next review date is June 2026.

Career Leader	Senior Leadership	Governor/s
Hannah Zerdzinska 	Rhonda Gosney, Head of School	Nigel Westacott
Date: July 2025	Date: July 2025	Date: July 2025