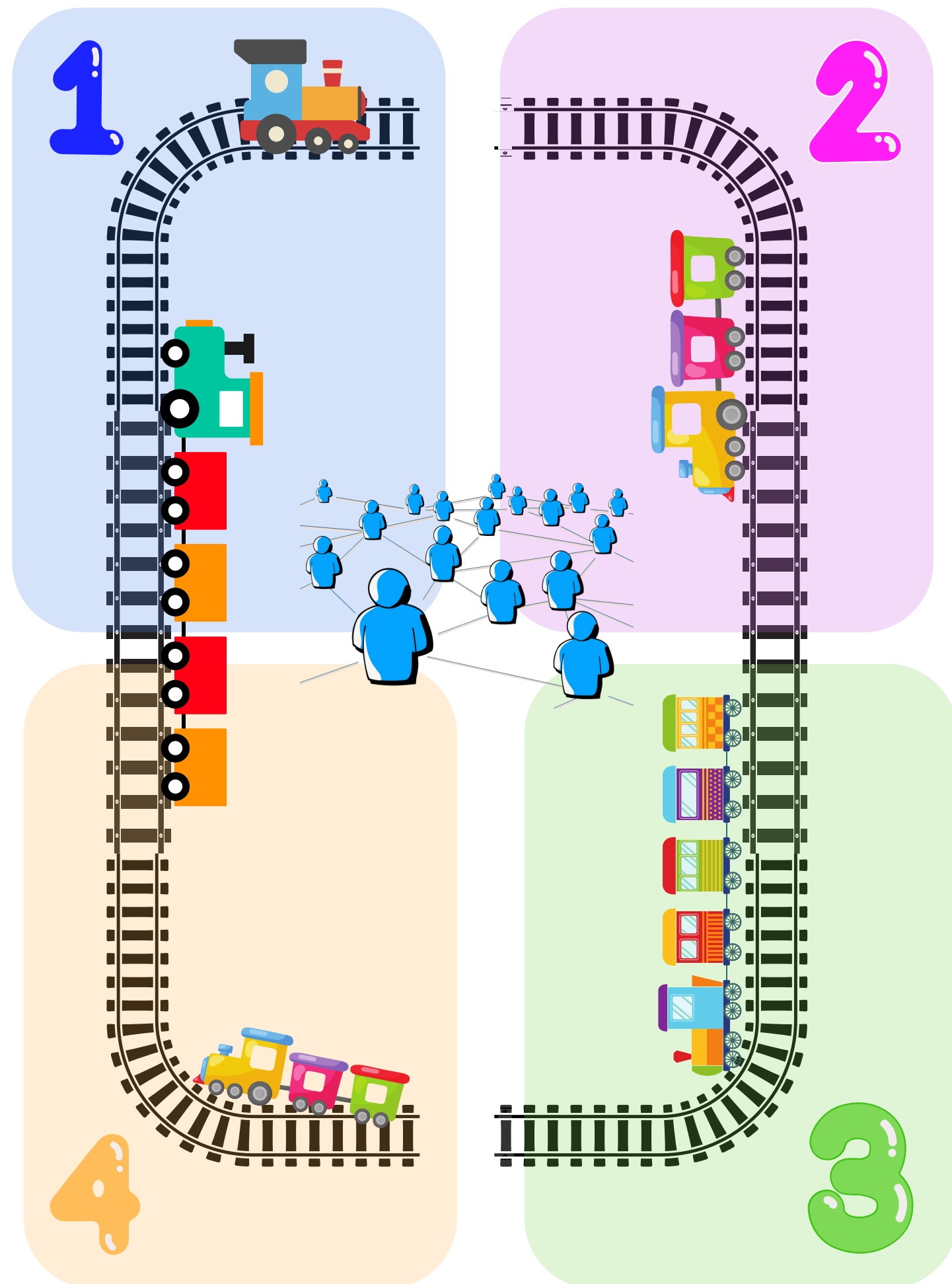


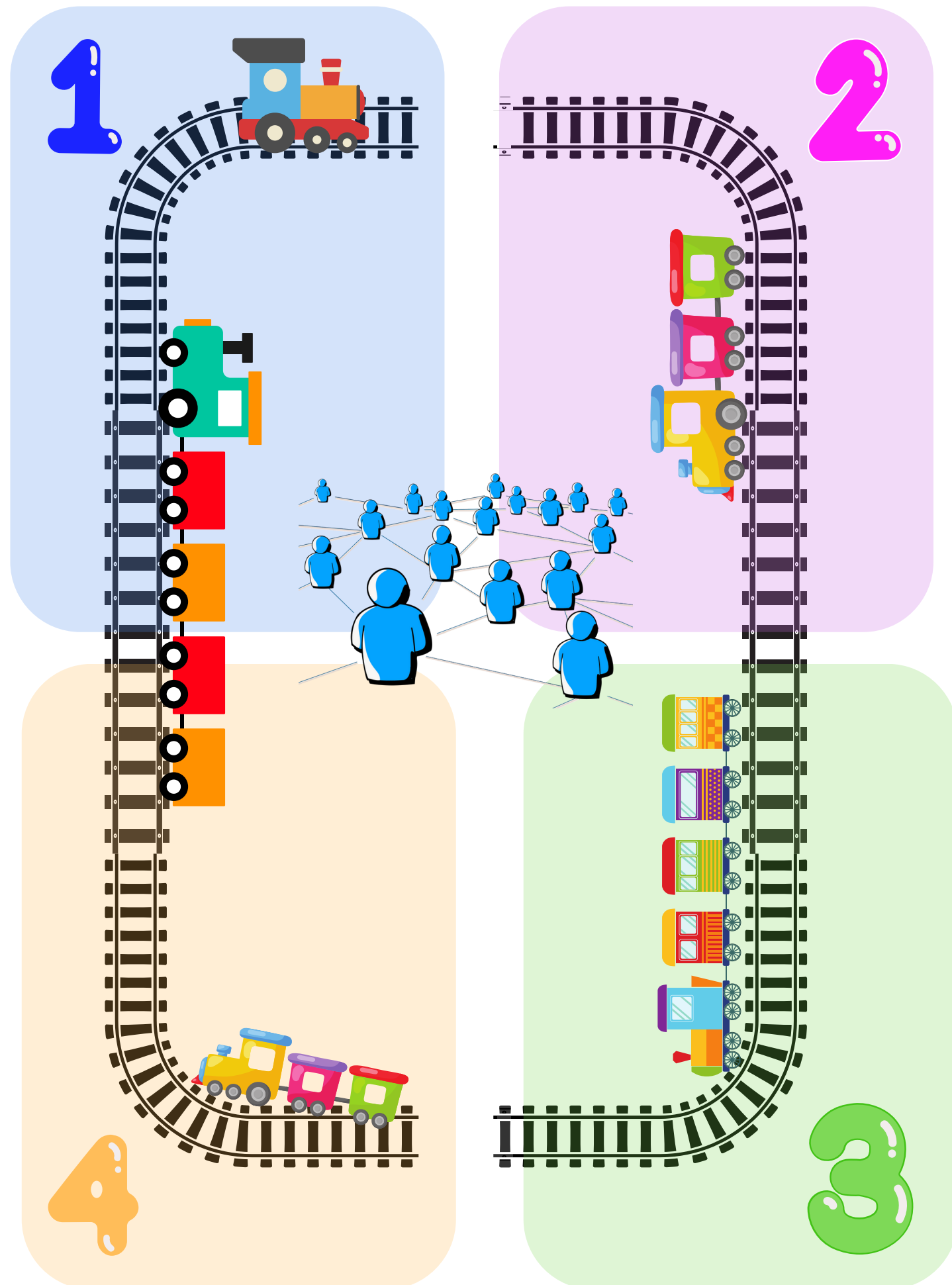


JAMES RENNIE, MY FUTURE'S PATHWAY

A guide for
Teacher's/Support
Staff/Parents/Caregivers:
*Inspiring and preparing
young people for
their future*

Keep in mind that at every step along the My Future Pathway, the Pupil Profile will be right there with the young person, providing valuable insights and information tailored to each stage of their own journey, whatever their learning outcomes may be.





PURPOSE STATEMENT

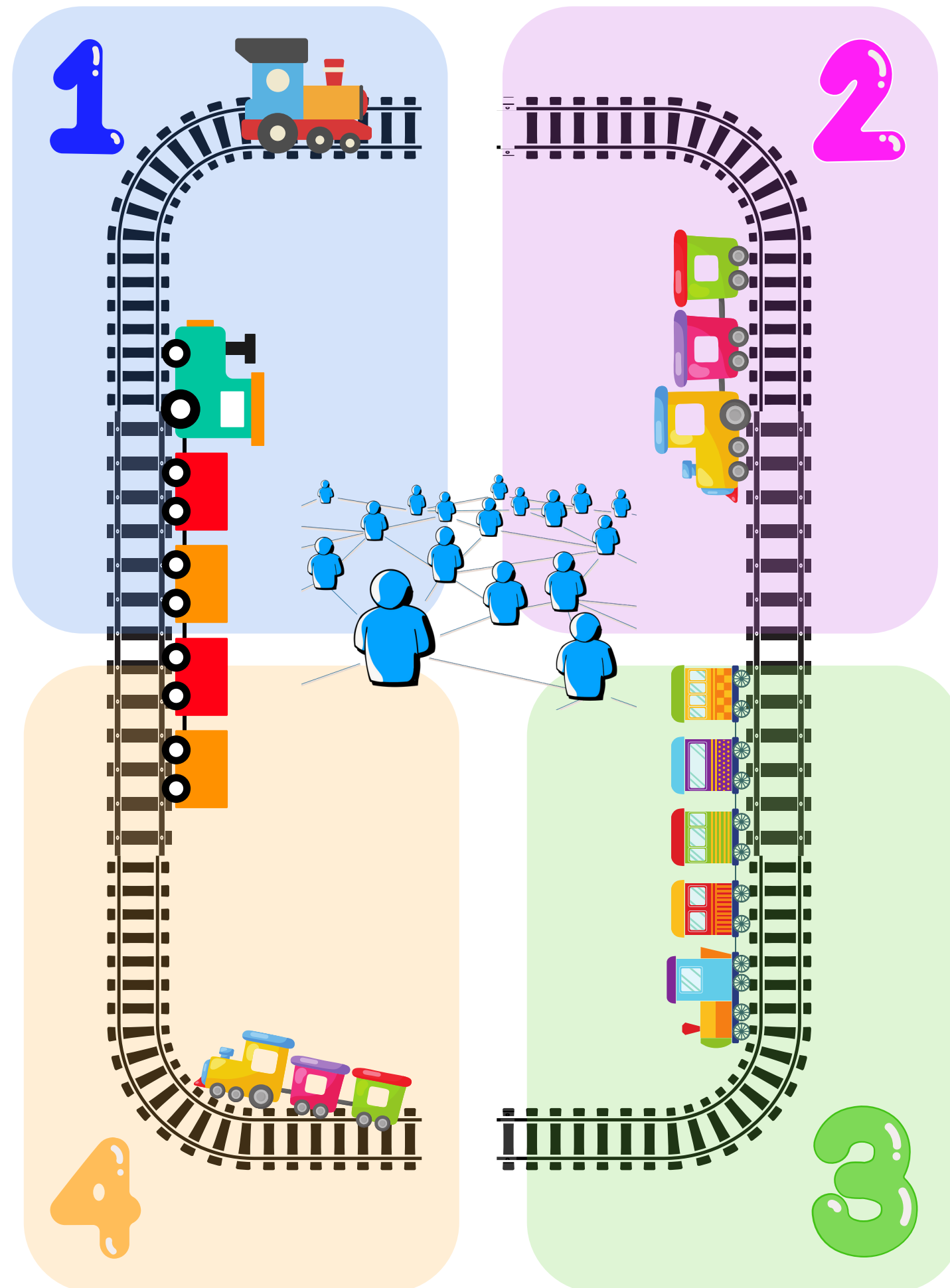
Inspiring and preparing young people for their future

The James Rennie, My Future document serves as a guide for learners, staff, and families/caregivers, outlining the opportunities available to our young people.

Our aim is to empower every learner to thrive, belong, and shape their future through meaningful career exploration and life experiences.



BACKGROUND CONTEXT



Every touchpoint during a young person's time in school can have a formative impact on their future self - *their development, aspirations, and the direction they take after leaving school*. A key part of this is supporting the development of life and independence skills, giving young people access to meaningful opportunities that help them make sense of the world around them.

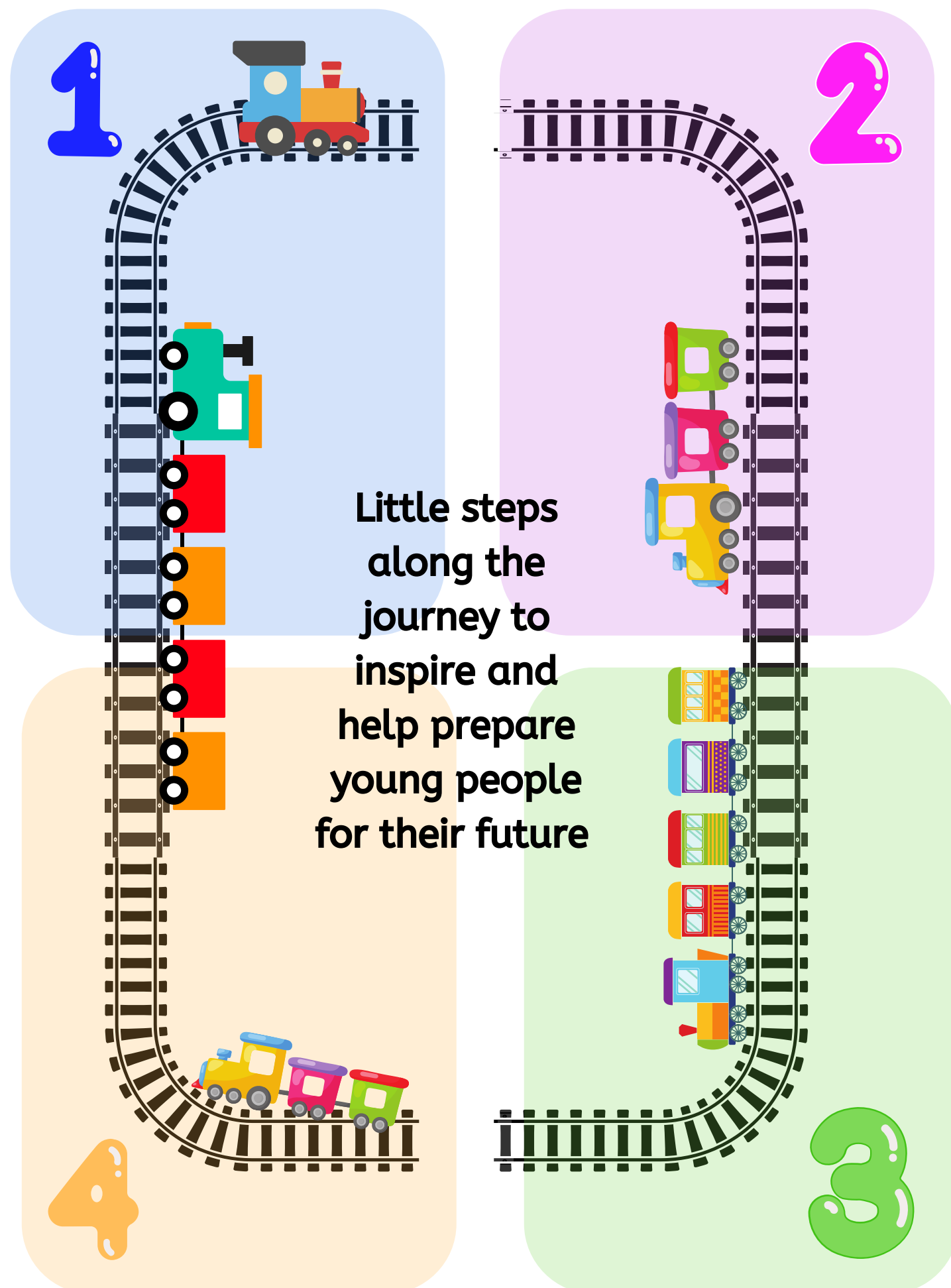
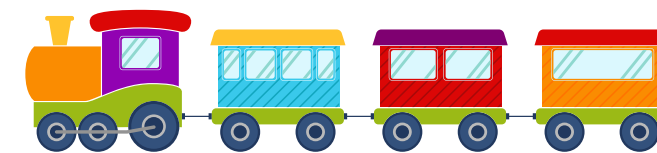
That's why keeping a focus on the future throughout a young person's time at James Rennie is so important. We work with each individual to understand their unique strengths, needs, and potential as they grow. To support this, we look at three key areas of learning:

- **Self-Awareness** – Understanding personal strengths and challenges, and developing the life skills needed for greater independence and self-confidence.
- **Future Exploration** – Finding out about and experiencing possible next steps, including community activities (e.g. People First, Heathlands, Mencap), day or residential provision, employment, further learning, training, or volunteering.
- **Future Management** – Making choices about the future and managing transitions. For some, this may include applying for courses or jobs, or moving from children's to adult services—*with the right support to do so*.

To guide this, we've introduced the James Rennie My Future Pathway—a flexible framework that reflects the varied journeys our young people take through school, including the steps forward, changes in direction, and pauses that may occur along the way.

This document is not a one-size-fits-all model. It's designed to provide structure and support while allowing space to adapt to the needs of each young person—whether they're at the very beginning of developing their independence or preparing for more complex transitions. Our aim is to embed best practice into everyday learning, in a way that is accessible and relevant to every learner. Through this, staff, families, and young people can work together to build a future that's meaningful to them, importantly, we do this at a pace that works for each young person.

My Future Pathway



PLATFORM

1

• Learning Outcomes (Destination):

a) Following Instructions

Learners demonstrate the ability to follow simple, clear instructions in familiar contexts.

b) Adapting to New Environments

Learners show comfort and adaptability when introduced to new settings, such as classrooms or play areas.

c) Understanding Spatial Awareness and Accepting Transitions

Learners develop an understanding of their surroundings and navigate transitions between different areas (e.g., moving to lunch or play).

d) Playing with Other Learners

Learners engage in cooperative play, sharing and taking turns with peers.

e) Developing Social Interaction

Learners initiate and respond to social interactions, using gestures, expressions, or words.

f) Making Choices

Learners express preferences and make choices in activities, toys, or food.

g) Starting to Assert Likes/Dislikes/Choices

Learners communicate their likes and dislikes, fostering a sense of agency in their decisions.

h) Building Relationships with Special People

Learners form connections with caregivers and peers, demonstrating trust and comfort.

i) Real World Play

Learners engage in role-play scenarios that reflect real-life situations, enhancing their understanding of the world.

j) Health Checks/Immunisation/Dietary Requirements

Learners participate in health-related activities, understanding the importance of health and self-care.

k) Understanding Body and How It Moves

Learners explore their bodies through movement, gaining awareness of body parts and their functions.

l) Getting Dressed

Learners practice dressing skills, developing independence in personal care routines.

m) Feeding, Drinking, and Toileting

Learners engage in self-care routines, understanding the processes of eating, drinking, and using the toilet.

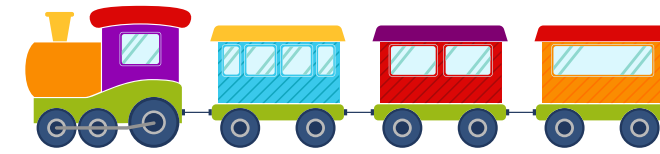
n) Visits/Day Trips

Learners participate in outings that provide experiential learning opportunities and community engagement.

o) Beginning to Use 'I' or 'Me' in Communications

Learners start to use personal pronouns in their speech, enhancing their ability to express themselves.

My Future Pathway



1



2



Little steps
along the
journey to
inspire and
help prepare
young people
for their future



3



4



PLATFORM

1

- Key events and experiences (*Examples, as there maybe others*):

a) World Work Day

A day dedicated to exploring different careers through role-play and activities.

b) Dress Up as Your Favourite Career

Encouraging learners to express their aspirations and engage in imaginative play.

c) Assemblies

Opportunities for learners to participate in group settings, fostering social skills and communication.

d) Sensory Plays/Creative Play (Including Parent/Carer)

Engaging sensory activities that promote exploration and creativity, enhancing communication through shared experiences.

e) Home World/School World Connections (Visits)

Organised visits to local community sites or inviting community members to school, bridging the gap between home and school environments.

My Future Pathway



1



2



Little steps
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4



3



PLATFORM

2

• Learning Outcomes (Destination):

a) Understanding Basic Numeracy and Money Concepts

Learners begin to understand basic numeracy, including recognising coins and their values, and practising simple transactions in real-world contexts.

b) Real-World Visits

Learners participate in visits to significant community locations (e.g., fire stations, farms, shops) to understand their functions and the role of money in everyday life.

c) Meeting Role Models

Learners have opportunities to meet and interact with role models from various professions, enhancing their understanding of different careers and fostering aspirations.

d) Personal Hygiene Practises

Learners engage in activities related to personal hygiene, such as washing hands, brushing teeth, and visiting the dentist, to promote health awareness.

e) Awareness of Time

Learners develop an understanding of daily routines and the concept of time, including recognising parts of the day (morning, afternoon, evening).

f) Team Playing and Cooperation

Learners participate in team activities that promote cooperation, sharing, and collaborative play, fostering social skills and teamwork.

g) Weekend Activities and Planning

Learners discuss and plan weekend activities, encouraging them to express preferences and make choices about how they spend their time.

h) Diet and Healthy Choices

Learners explore dietary choices, learning to make healthy food selections and understanding the importance of nutrition.

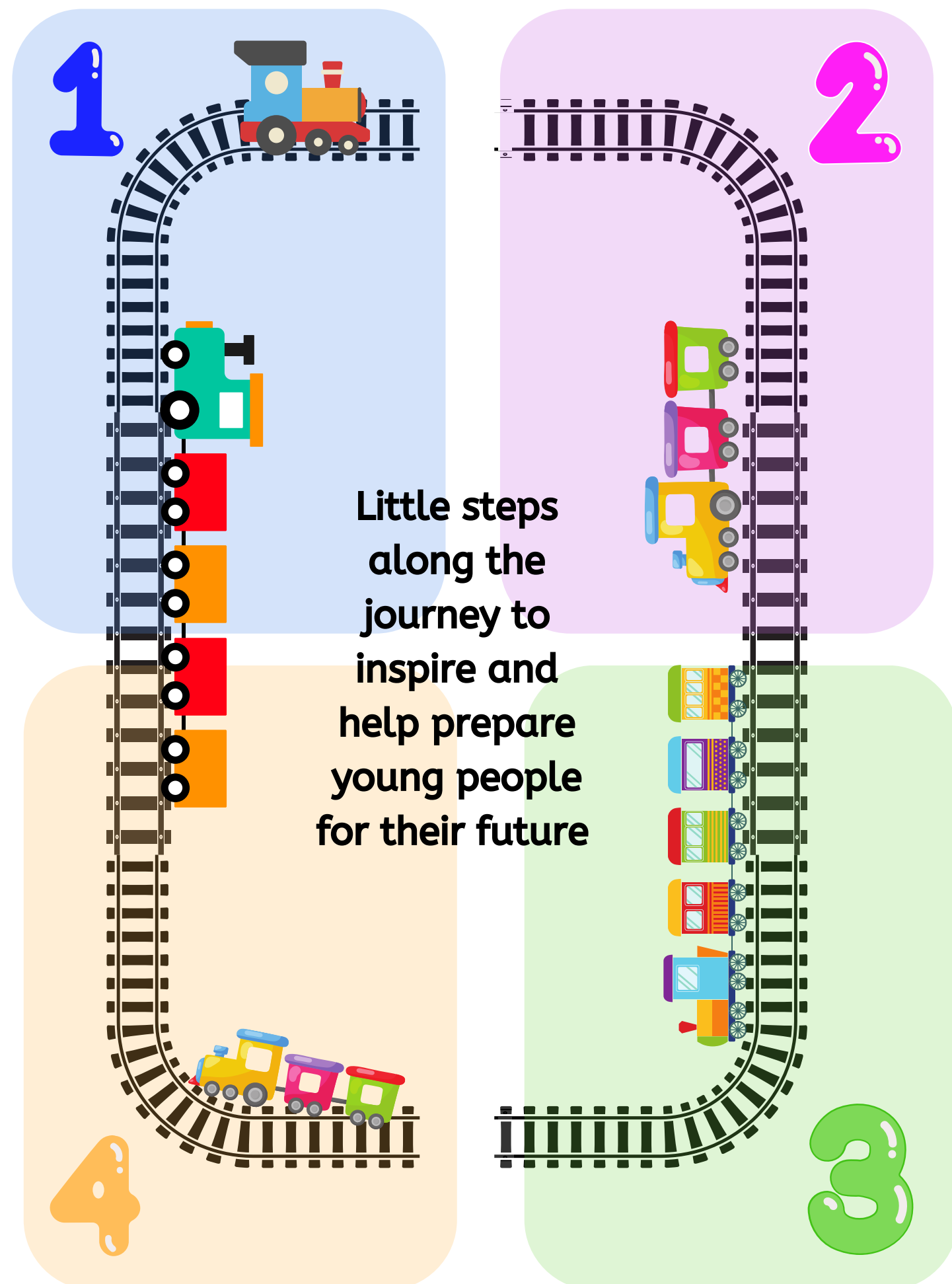
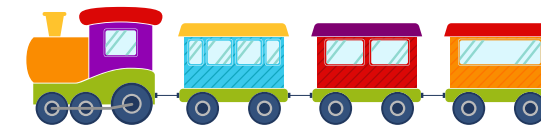
i) Physical Education (PE)

Learners engage in physical activities that promote motor skills, coordination, and an understanding of physical health.

j) Understanding My Body

Learners explore their bodies through movement and activities, gaining awareness of body parts and their functions.

My Future Pathway



PLATFORM

2

- Key events and experiences (*Examples, as there maybe others*):

a) Enterprise Projects (Christmas and Spring Fair)

Learners participate in enterprise projects, such as planning and running a fair, to practice money management and teamwork.

b) Increased Visits to the Local Community

Regular visits to local shops and community centres with purposeful activities, such as grocery shopping, to practice real-world skills.

c) Visits to Places of Work

Arrange visits to various workplaces (e.g., fire stations, farms) to provide learners with insights into different careers and environments.

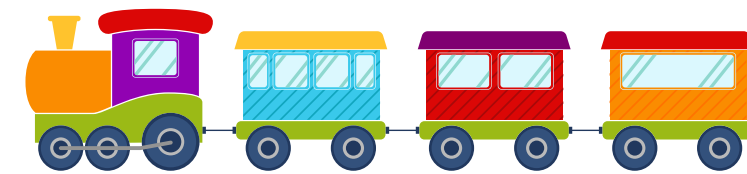
d) Accessing After-School Activities

Facilitate participation in after-school programmes such as Mencap, Barnardo's, and Be Unique, allowing learners to engage in social and recreational activities with peers.

e) Personal Assistant Support

For Outings Provide opportunities for learners to engage in outings with personal assistants or 1:1 support, ensuring they receive tailored guidance and assistance.

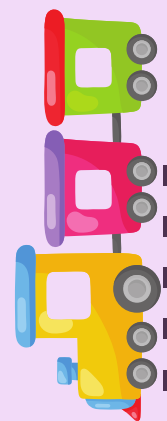
My Future Pathway



1



2



Little steps
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4



3

PLATFORM

3

• Learning Outcomes (Destination):

a) Exploring Different Careers or Life Opportunities

Learners engage in discussions about various career paths and life opportunities, including education, vocational training, and employment pathways.

b) Planning for the Future with Family, Professionals, and Themselves

Learners participate in planning sessions involving family and professionals to set realistic goals for their future aspirations.

c) Work Experience as Part of a Group or Individually

Learners have opportunities for work experience placements, either in groups or individually, to gain practical skills and insights into the workplace.

d) Accessing Career Role Models

Learners have opportunities to meet and interact with professionals from various fields, gaining insights into different career paths and inspiring aspirations.

e) Building a Personal Profile of Interests and Ambitions

Learners start to create a personal profile that reflects their interests, skills, and future ambitions, fostering self-awareness and goal-setting.

f) Participating in Visitor Sessions on Future Opportunities

Learners attend sessions featuring guest speakers, including past students, to learn about different life paths and the opportunities available to them.

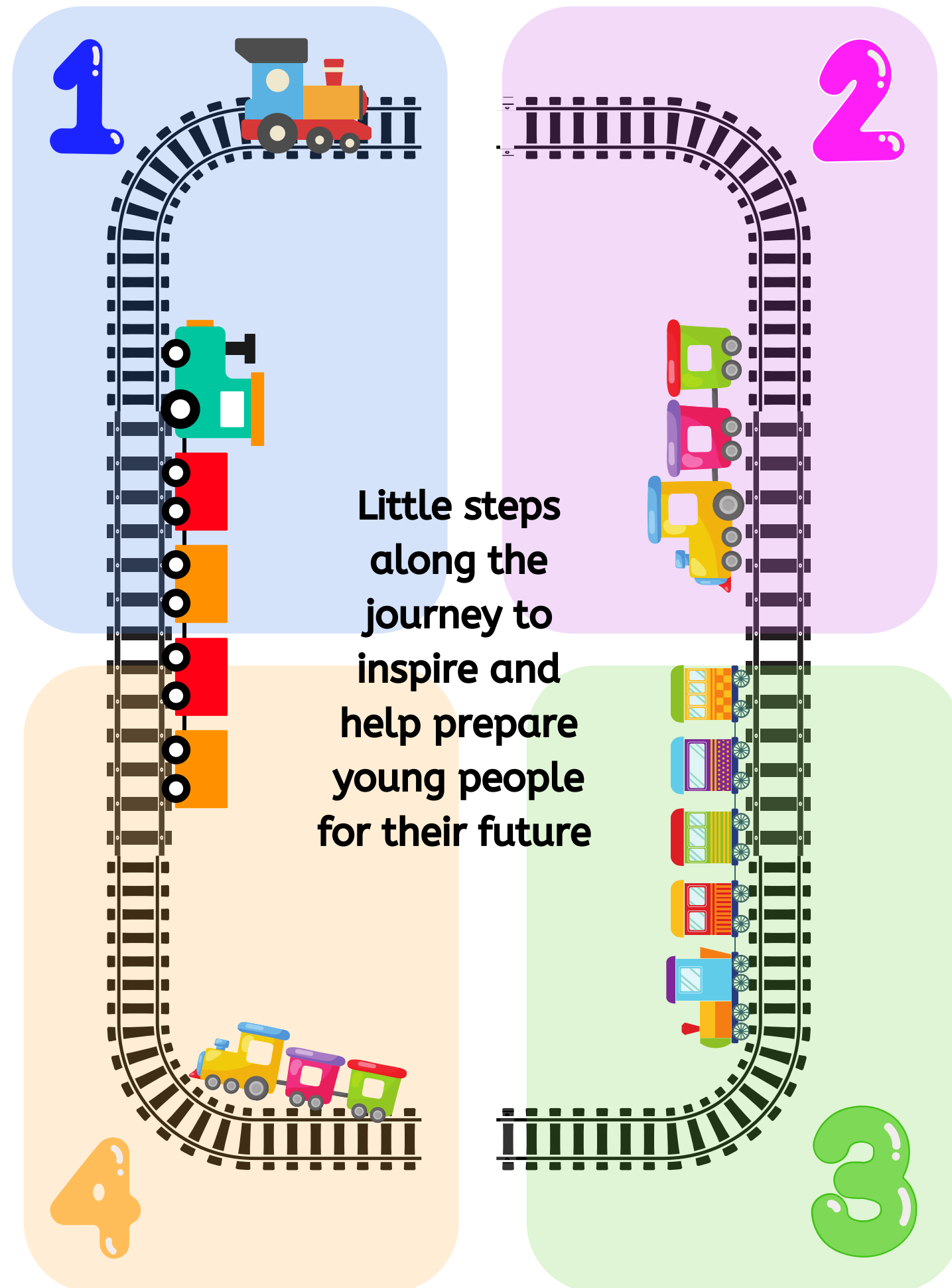
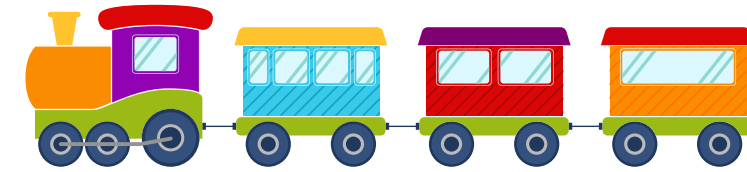
g) Residential Trips

Learners have opportunities to participate in residential trips that provide experiential learning opportunities, enhancing independence and social skills.

h) Increasing Involvement in Cookery

Lessons Learners engage in cookery lessons to develop practical life skills, including meal preparation and understanding nutrition.

My Future Pathway



PLATFORM

3

- **Learning Outcomes (Destination):**

i) Making Food More Independently

Learners develop skills in meal preparation, enabling them to make their own food with increasing independence.

j) Developing Understanding of Money

Learners deepen their understanding of money management, including budgeting and making purchases in real-life scenarios.

k) Moving Around School Independently

Learners practice navigating the school environment independently, building confidence and spatial awareness.

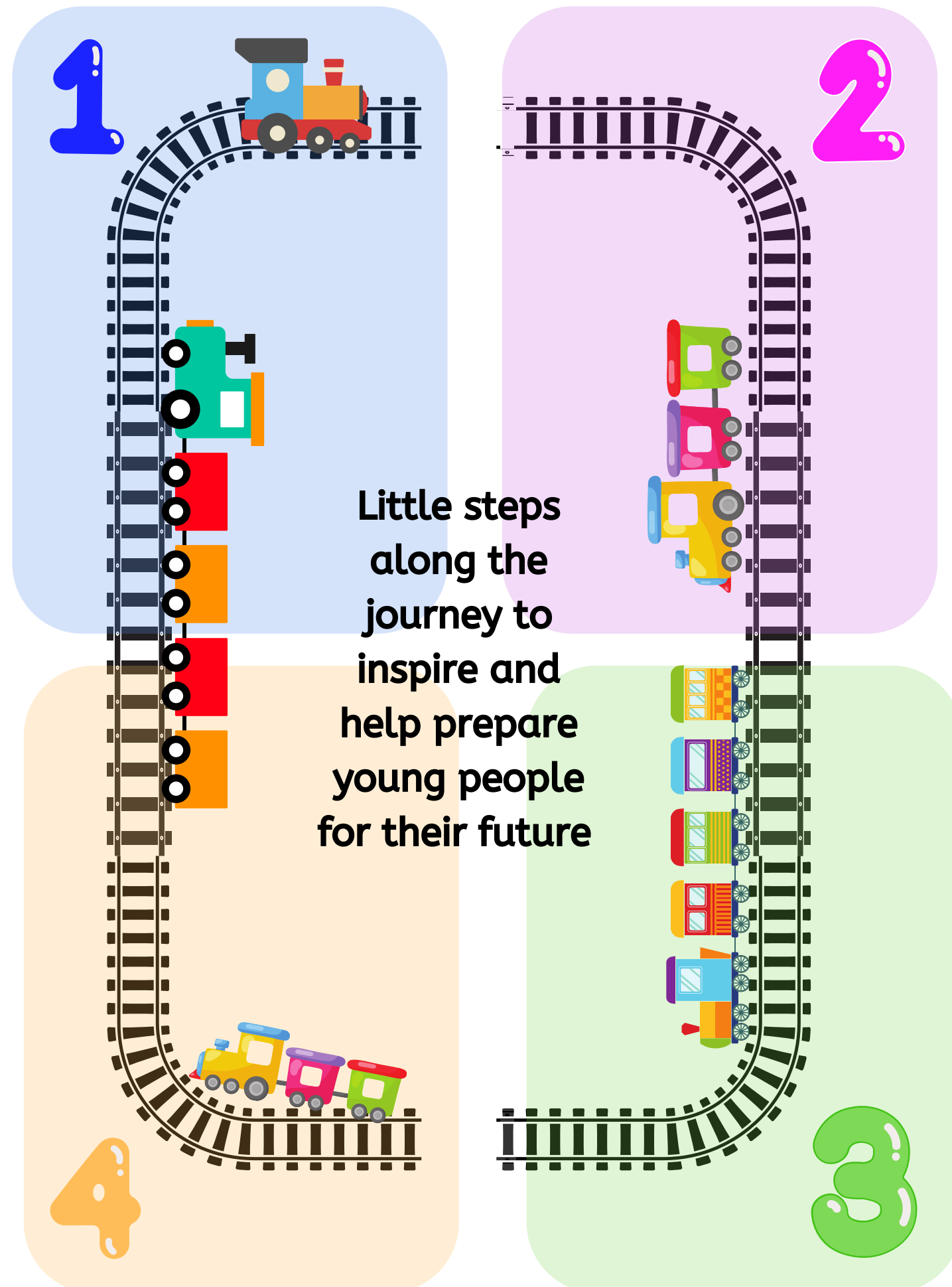
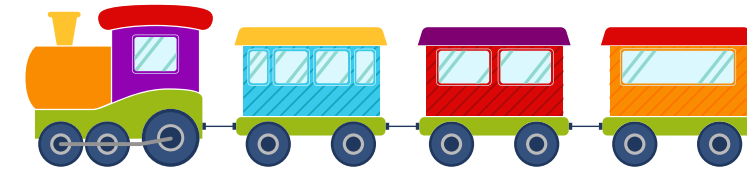
l) Travel Training as Part of a Group

Learners participate in group travel training sessions, learning essential skills for using public transport safely and effectively.

m) Socialising in Public Places Without Constant Supervision

Learners practice socialising in public environments, building confidence and social skills while gradually reducing reliance on supervision.

My Future Pathway



PLATFORM

3

- **Learning Outcomes (Destination):**

n) Managing Change and Coping Skills

Learners develop strategies for managing change, including coping mechanisms for transitions and unexpected situations.

o) Learning to Be Safe and Developing Strategies

Learners engage in safety lessons to understand personal safety and develop strategies for staying safe in various environments.

p) Knowing the Local Area and Accessing Visits

Learners explore their local area through guided visits, enhancing their understanding of community resources and services.

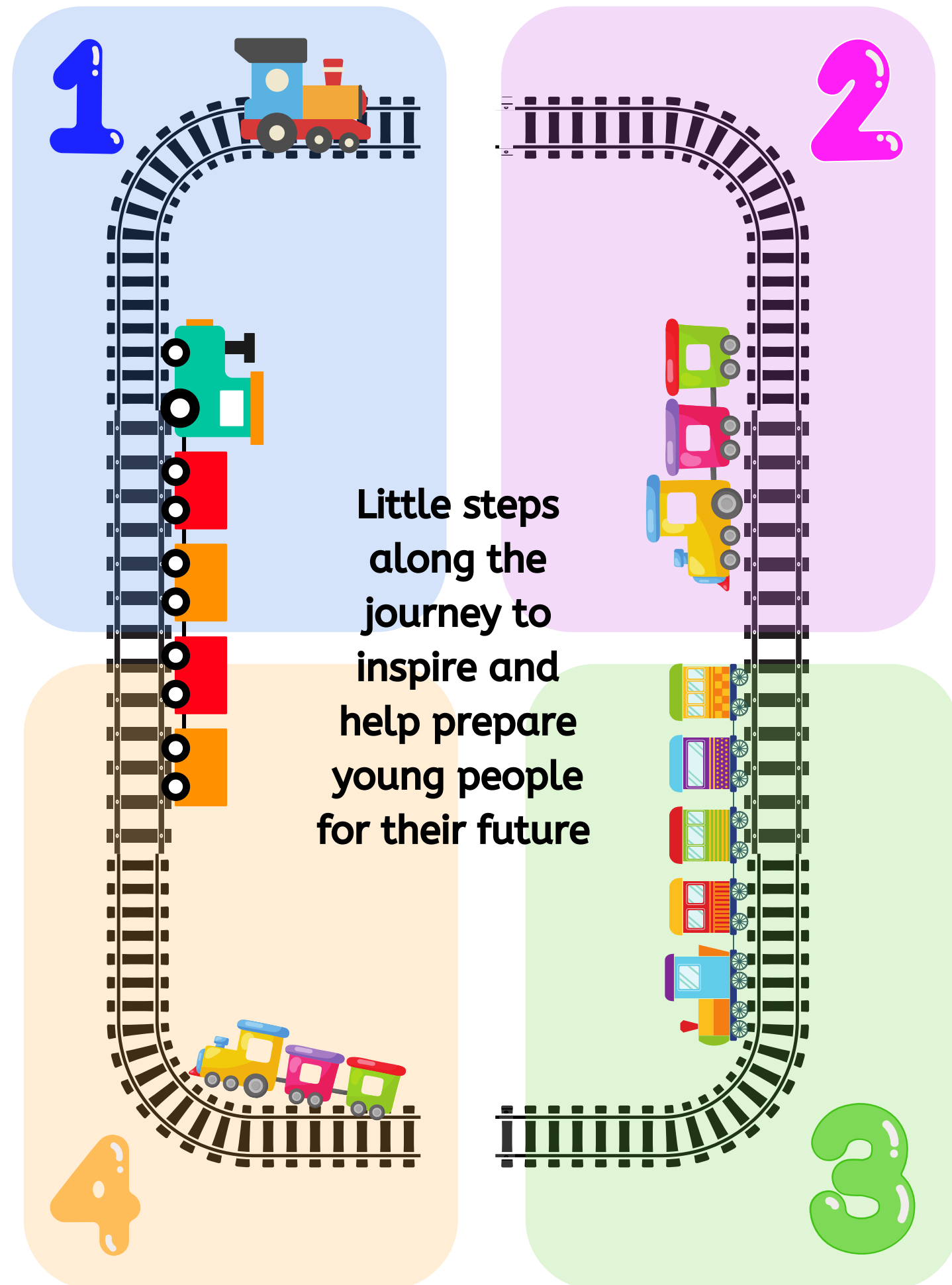
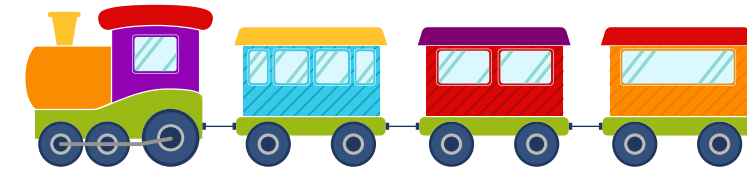
q) Understanding Puberty and Changes to My Body

Learners receive education on puberty, focusing on bodily changes and personal hygiene, promoting self-awareness and health.

r) Preparing for Transitions to New Settings

Learners engage in activities designed to prepare them for transitions to new educational or vocational settings, ensuring a smooth adjustment.

My Future Pathway



PLATFORM

3

- Key events and experiences (*Examples, as there may be others*):

a) Accessing Inspira Advisor

Learners meet with an Inspira Advisor to explore career options and receive guidance on future pathways.

b) Access to Annual Health Checks

Learners participate in annual health checks to monitor their health and well-being, promoting self-care awareness.

c) Work Placements

Opportunities for learners to participate in work placements within the school or local community, gaining practical experience.

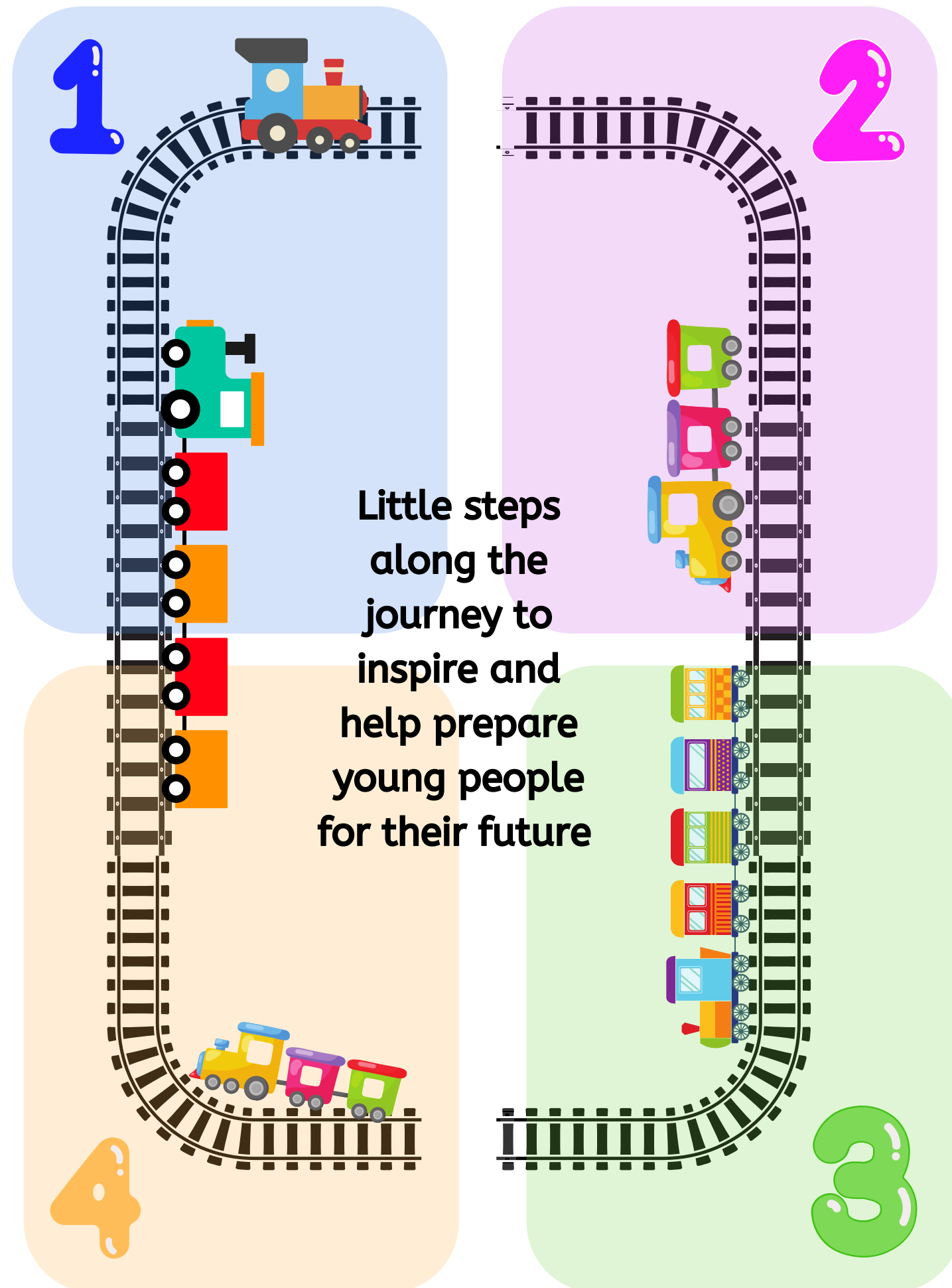
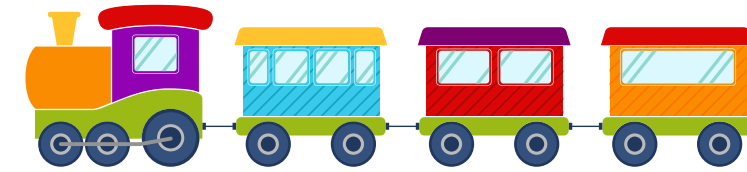
d) Youth Groups

Engagement in local youth groups that provide social interaction and opportunities for friendship and community involvement.

e) Group Work Visits

Organised visits to local businesses or community organisations to learn about various roles and responsibilities in the workplace.

My Future Pathway



PLATFORM

3

- **Key events and experiences** (*Examples, as there may be others*):

f) Meeting Transition Social Worker

Learners meet with a transition social worker to discuss their future plans and receive guidance on available support services.

g) Meeting Careers Advisor

Learners have sessions with a careers advisor to explore career options, vocational training, and educational pathways.

h) Nationally Recognised Qualifications

Learners have the opportunity to work towards nationally recognised qualifications that enhance their employability skills.

i) Careers Fair/Careers Talk

Participation in a careers fair or talks from professionals to broaden learners' understanding of available career paths.

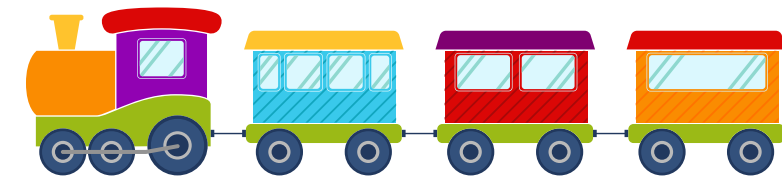
j) Access to Respite Short Breaks

Opportunities for learners to access respite services, promoting independence and social interaction in a supportive environment.

k) Transitional EHCP

Development of a transitional Education, Health and Care Plan (EHCP) to outline goals and support for the next stage of education or training.

My Future Pathway



PLATFORM



Note: The focus of activities during a young person's time in James Rennie Sixth Form is solely on preparing for life after school and transitioning from children's to adult services.

• Learning Outcomes (Destination):

a) Choosing Vocational Options

Learners explore and select vocational options that align with their interests and career aspirations.

b) Increasing Time in the Workplace

Learners participate in work visits and placements to gain practical experience and exposure to various work environments.

c) Continuing to Develop Personal Profile

Learners enhance their personal profiles by adding vocational elements that reflect their skills and ambitions.

d) Afterschool Clubs

Learners engage in afterschool clubs that promote social interaction, skill development, and personal interests.

e) Developing Qualifications and Accreditations

Learners work towards obtaining relevant qualifications and accreditations that support their career goals.

f) CV Writing

Learners learn how to write and update their CVs, highlighting their skills, experiences, and achievements.

g) Understanding Essential Life Skills and Qualities

Learners develop essential life skills and qualities necessary for independence and successful adult life.

h) Volunteering

Learners participate in volunteering opportunities to gain experience and contribute to their community.

i) Understanding Support from Local Authorities and Services

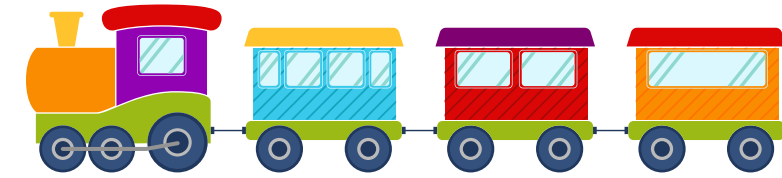
Learners gain awareness of the support available from local authorities, GPs, and other community services.

j) Managing Money

Learners develop an understanding of managing money, including changes in accounts and budgeting.

Little steps
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My Future Pathway



PLATFORM



Note: The focus of activities during a young person's time in James Rennie Sixth Form is solely on preparing for life after school and transitioning from children's to adult services.

• Learning Outcomes (Destination):

k) Working on Life Skills

Learners focus on developing practical life skills that promote independence and self-sufficiency.

l) Understanding Mental Capacity and Decision Making

Learners explore concepts of mental capacity and the importance of informed decision-making.

m) Understanding Post-19 Options

Learners learn about options available after age 19, including local and residential opportunities.

n) Transitioning to Adult Care

Learners prepare for the transition to adult care services, ensuring a smooth adjustment to new support systems.

o) Learning Safety at Home and in the Community

Learners understand how to stay safe at home and in public, including knowing how to ask for help and use emergency services.

p) Understanding Consent

Learners explore the concept of consent and its importance in personal relationships and interactions.

q) Understanding Home and Community Safety

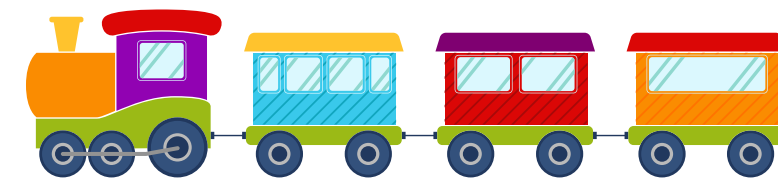
Learners develop an understanding of safety practises at home and in their community.

r) Recognising Own Skills and Qualities

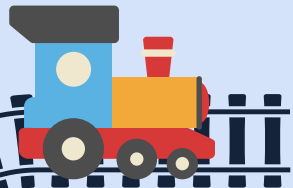
Learners reflect on their skills and qualities, fostering self-awareness and confidence.

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My Future Pathway



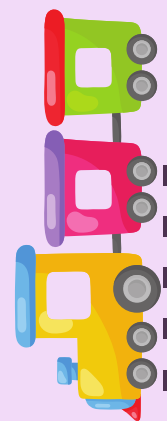
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Little steps
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PLATFORM

4

Note: The focus of activities during a young person's time in James Rennie Sixth Form is solely on preparing for life after school and transitioning from children's to adult services.

• Key events and experiences (*Examples, as there maybe others*):

a) Interview with Work Experience Staff

Learners participate in interviews with staff to discuss work experience opportunities and expectations.

b) Transitional Assessment with Adult Social Services

Learners undergo assessments to evaluate their needs and support for transitioning to adult services.

c) Appointment with Careers Advisor

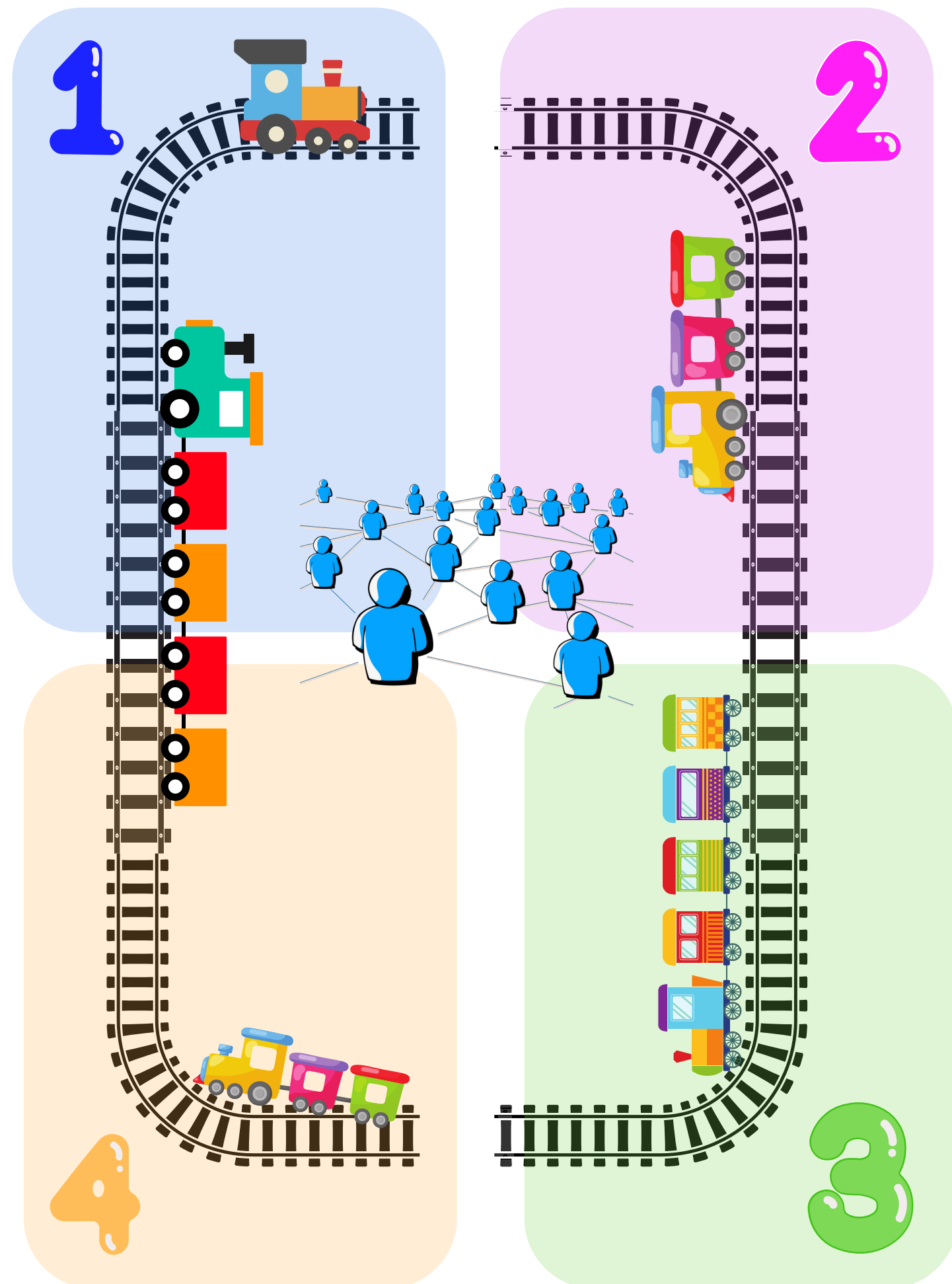
Learners meet with a careers advisor to explore vocational options and career pathways.

d) Appointment with a Social Worker

Learners consult with a social worker to discuss support services and resources available to them.

e) Transitional EHCP/Transition to Adult Health Services

Development of a transitional Education, Health and Care Plan (EHCP) to outline goals and support for transitioning to adult health services (e.g., OTs, Physio, Speech therapy).



JAMES RENNIE, MY FUTURE'S ACTIVITY

Any questions around our
My Future's work, or if you are able to get
involved with us, from work experience to
opportunities in the community, then
please do get in touch:
adminoffice@jamesrennie.cumbria.sch.uk

