		Careers	Pathway	Curriculum	Outcome
			Voyagers	Informal	Learning to be & Learning to do
Intent	Aims and Aspirations	• Develop Pupils' early awareness of themselves, their preferences, and their interactions with the world around them. • Build the foundational skills that underpin future engagement with careers learning, such as communication, making choices, problem-solving, independence, and social interaction. • Provide meaningful experiences that help pupils understand people who help us, different roles in their community, and the concept of work at a very early, experiential level. • Ensure every pupil has equitable access to careers-related learning, adapted to their cognitive level, sensory needs and personal pathways. • Promote independence and self-advocacy, preparing pupils for adulthood in ways that are relevant, achievable and appropriate.			
Implementation	Delivery	• Highly personalised learning delivered via sensory exploration, routines, play-based activities, and communication-rich environments. • Experiential encounters with vocational themes (e.g., exploring tools, role-play, meeting community helpers, sensory stories about jobs). • Cross-curricular integration with daily routines, such as choosing tasks, taking responsibility for classroom jobs, developing independence in self-care and transitions • Regular community engagement, including visits from different professionals, local environment walks, and simple work-related experiences tailored to pupil need. • A multi-disciplinary team approach, involving teachers, therapists, support staff and families to reinforce skills consistently. • Continuous observation, use of personalised learning plans (EHCP outcomes) and formative assessment to ensure progress from each pupil's starting point.		

Gatsby Benchmarks	Activities include	Skills
5, 6	Ambassador Roles	Confidence, social interaction, responsibility, following routines
1, 6	Giving out snacks, coats	Turn-taking, helping others, communication, independence
1, 6	Tidying away resources	Organisation, responsibility, understanding routines, teamwork
1, 4	Recycling (sorting and posting)	Sorting, categorising, fine motor skills, environmental awareness
1	Hanging up own coat	Independence, self-care, routine-following
6	Collecting lunch trolley	Physical coordination, spatial awareness, following instructions
1, 6	Taking plate away	Responsibility, hygiene awareness, sequencing tasks
2, 4	Sensory exploration of work boxes and role play activities	Exploration, curiosity, sensory tolerance, engagement
4	Water play- pouring and filling	Hand–eye coordination, cause and effect, focus
4	Sand and sensory material play-mark making and letter formation	Early literacy, fine motor control, creativity
5, 6	Visiting a local shop	Money awareness, communication, community navigation
5, 6	Experiencing enterprise activities (e.g. joining in making something)	Teamwork, creativity, problem-solving, pride in work

Impact	Assessment & Evidence	**Evidence for Learning:** Personalised Learning Plans, Woodlands Life Skills progression map, Gatsby Benchmarks tags on EFL
	Outcomes	• Increased engagement, curiosity and participation in activities linked to work and community roles. • Improved communication, whether through gestures, symbols, switches, vocalisations or other AAC methods. • Greater independence in everyday routines and decision-making. • Enhanced understanding of cause and effect, turn-taking, making choices, and awareness of others—key foundations for future vocational learning. • Pupils demonstrating confidence, enjoyment and readiness for semi-formal or more structured careers pathways as they progress. • Evidence gathered through observation, learning journals, progress data and feedback from families and professionals, showing meaningful progress from individual starting point.