



Redwood
Secondary
School

Supported
Internship

March 2022



Introduction

Redwood Supported Internship is an effective route to progress towards paid employment for students with SEND on the 6th form 'Employability' pathway. Redwood Supported Internship is a structured study programme based primarily at Rochdale Infirmary and Rochdale Football Club supported by an Internship manager and Job Coaches. The programme is designed to enable students to achieve sustainable, paid employment by equipping them with the skills they need for work through learning in the workplace.

Our internship programme is a major pillar of our commitment to assist and support students in taking the next step on their journey from education to the world of work. Through a supportive yet confidence-building approach, we immerse our students gradually into the world of work, giving them the skills, they need to work independently while breaking down stereotypes at every stage. Through our tried and tested system, our internship builds on the skills already developed during work experience and pre-internship, including time management, organisation and interpersonal skills that are necessary to secure and accomplish a paid employment role. This programme is student focussed: taking those students with the desire and aspiration to gain a paid employment role and imparting the skills and confidence needed to help them on their journey.

The main aim of the supported Internship programme is for students to do real jobs and to become work ready in order to be successful in gaining paid employment. To provide the opportunity to develop an understanding in the workplace and understand employer expectations. Encourage the development of values and interpersonal skills that contribute to success in the workplace. Develop the tools needed and provide opportunities to encourage friendships to enjoy a social life.

Redwood supported internship aims:

- To develop the individual qualities that cultivate a positive attitude to work and develop essential work skills and behaviours, such as money management, problem solving, communication and teamwork.
- Build confidence and self-esteem so that students are empowered to become as independent as possible.
- To continue to develop and nurture critical thinking and decision-making skills.
- To develop inter-personal skills such as problem solving, team building and the ability to follow instructions accurately.
- To understand the importance of Health and safety in the workplace and at home.
- To further improve on social skills necessary for both work and social environments.
- Continue to encourage students to make individual choices regarding career paths.
- To develop work related skills and knowledge that will promote future personal independence.
- To increase independent travel routes for work and social lives.
- Give students the opportunities to engage with local employers.

- To understand that we are part of a wider community and our responsibilities towards it.
- To have an understanding of money and budgeting.
- To prepare students for adulthood.
- To provide students with the ability to make choices independent of external influences.

Objectives

- To experience up to 3 real work placements in a real working environment.
- To give students a wide range of experiences of employment.
- To develop knowledge and understanding of the world of work through completing real jobs.
- To gain potential job offers.
- To have an enhanced CV.
- To have further developed teamwork and communication skills.
- To have knowledge and understanding of personal and work place safety.
- To develop independence skills for adult life, including cooking basic meals, laundry, money and budgeting, PSHE, functional Maths and English.
- To develop independent travel skills and confidence in the community.
- To develop personal health and wellbeing, including sex and relationships, emotional counselling.
- Narrow down the type of vocational choice and spend a longer period of time in jobs that are in their chosen areas.
- To gain paid/voluntary employment.

Content and progression

The Supported Internship course offers interns the ability to develop and advance their work related learning skills through the provision of Functional:

- Literacy
- Numeracy
- PSHE
- Lifeskills

Key skills are incorporated throughout the sessions and progress is recorded through digital skill sheets.

Interns, work toward improving and developing employability skills that are required in the workplace. Through the supported internship interns' progress into paid employment, voluntary employment or college.

Provision

The opportunity for a four-day supported internship work placement is offered to year 14 interns.

Initial 1:1 job coach support, allowing the interns to have tasks broken down to a level required for them to be able to fulfil the complete job role.

1 day per week leisure and well being day to support individuals' social requirements.

Intern support and Job Coaching

The role of our Job Coaches is to work with individual interns, working on skills related to performing specific job tasks. Our Job Coaches also support interns with interpersonal skills in the work place.

- The responsibilities of Job Coaches are:
- Break down work tasks to the correct level for the intern to understand
- Build the work tasks up so the intern can complete the full job role
- Support interns during placements
- Communicate with interns to understand their goals and aspirations
- Assist interns to discover and overcome their personal barriers and set goals for their future
- Assess intern's strengths and teach them to use them effectively
- Develop interns social and life skills
- Monitor and evaluate progress of interns

The working day (Monday – Thursday)

Interns arrive at the internship at 8.10am for breakfast and social time. At 9am interns' complete functional lessons in Literacy, Numeracy, PSHE and Life Skills. At 10am interns have a break and go onto their work placements. At 2.30pm they come off placement to discuss overview of their day with the Internship manager and Job Coaches. 3pm is home time. Friday – Leisure day / Well-being day.

Staffing

Subject /Area:	Coordinator responsible:	Other staff:
Supported Internship	Marie English: Redwood Internship Manager	Jane Chadwick – Job Coach Ann Wild – Job Coach Imran Choudhry – Job Coach Michaela Else – Job Coach Assistant Sam Greenfield – Leisure day Lead, and independent travel facilitator Louise Walton – Leisure day Lead Alison Nish – Leisure day TA Jodie Dyer – Job Coach & Temporary 'Careers and Futures Advisor' Lynda Reddish – Independent Travel Facilitator Janet Taylor-Hill – Independent Careers advisor

Redwood Supported Internship placements:

Work placements will be offered to interns relating to strengths, aspirations and abilities. Interns will complete a vocational profile looking at past placements, interests and suitability of placements.

In the first instance interns first placement will be completed within one of our internship bases, either Rochdale Infirmary or Rochdale Football Club where they can be assessed with a more comprehensive approach. Interns will be taught independent travel from each internship base and to individual placements.

Management and co-ordination

Approval of work placements is the responsibility of Redwood Supported Internship and all placements are managed by the Internship. They can be sourced through a number of different methods including extensive networking, school contacts, personal contacts or external provider contacts, e.g. Positive Steps. National legislation from the HSE and the DfE will be followed to ensure the health, safety and safeguarding of interns whilst on Redwood supported internship. The school only authorises placements which meet our safeguarding requirements.

Safety considerations

Interns on placements are treated as employees for health and safety purposes. The placement provider has the same duty of care to the interns as it does to its own employees.

The placement must ensure that any young person is protected from any risks which are a consequence of their lack of experience or an absence of awareness of existing or potential risks or the fact that a young person has special educational needs and/or disability.

An employers' existing workplace risk assessments may already cover the risks that interns may be exposed to. Their existing Employer's Liability Insurance will cover such placements. A full risk assessment will be completed by Internship staff prior to the interns attending the placement.

Monitoring and evaluation

- All interns who access the internship programme will be asked to evaluate and reflect on their experiences immediately after they return from their placements every afternoon.
- Whilst on placement, progress will be tracked using a job analysis, based on what job coaches and staff observe.
- Fortnightly meetings with manager to see how progression can be made.
- Interns complete mid and end of term Self Evaluations forms.
- Individual work managers/supervisors complete individual competency sheets at mid and end of rotation.

Process

After discussions with interns, parents, job coaches and completing the Vocational profile, interns are provided with a supported internship placement based at either Rochdale Infirmary or Rochdale Football Club. Once a placement has been secured the following process takes place.

A meeting with the placement manager is arranged so that all necessary paperwork can be completed including:

- Ensure specific interns information packs are discussed with manager and buddy.
- Health and Safety risk assessment specific to the individual.
- Job Analysis completed.
- Public liability insurance check
- All individual Health and Safety requirements and individuals needs are discussed including specific medical/disability information.

A meeting is arranged with Job Coach and Intern to meet manager and buddy that the intern will be working with to go through:

- Tasks/ requirements of job role
- Start and finish times
- Health and Safety induction
- Tour round place of work
- Expectations of intern and expectation of employer
- Dress code

Beginning of placement

- A job coach is allocated to support the intern 1:1 until the intern can complete work tasks independently and the buddy and manager feel they can take over the intern's support.
- The intern will complete the health and safety induction of the company with support from the job coach to ensure they understand the expectations.
- The company manager and/or buddy will be given the intern contact sheet, this includes Intern managers and job coaches contact details, School contact details, students full name and date of birth and any medication the student is taking. This sheet will be returned to the internship at the end of the placement.

Leisure Day (Friday)

Each Friday the interns attend leisure and well-being day. Whilst researching internships it soon became apparent that most internships were solely work orientated, with little or no emphasis placed on social skills. We found that many young people with learning difficulties experienced major difficulties in the social arena. Statistics have shown that 70% of young people with learning difficulties report having major difficulties with peer's compared to just 15% of non-disabled young people. In many cases learning difficulties can actually cause social rejection. As we know from working in Redwood, when you ask our young people what they have done over the weekend their

responses tend to be limited to staying in or shopping with family. It's rare to find any of our young people who have met up with friends and socialised. Because of the high degree of social interaction required in the work place and general life, we felt the lack of this impeded upon their overall progress and performance.

Whilst the primary goal of the internship is obtaining paid employment for our interns, we recognised that we also need to improve the intern's social skills and well-being. To support the interns to develop the skills needed the well-being and leisure day was created.

Each Friday working as a group our interns plan an activity, ranging from simple activities such as meeting up for a coffee up to much more complex activities such as organising their Christmas night out. All this information is individually recorded in their 'Passport to Leisure' booklet for them to keep and refer to for future reference. They cover all aspects of the event, such as booking the activity, timings, organising their money, transport plans and even what to do if their plans go wrong. All this planning is individual to each intern, dependent on needs and ability. Alternative strategies are put into place to help support interns to succeed in every aspect of the planning process. Examples of such strategies may include sourcing information from the necessary people if an intern has a low level of reading and alarms set on phones to know when to set off if interns can't tell the time. These strategies remove barriers from interns to promote independence and teach interns critical lessons in safety and responsibility. Whilst these leisure days focus on non-work-related fun activities, it develops useful skills which we have found our interns often lack. It teaches how to work in teams, problem solve, organise and plan independently, budget and resolve conflict; these are important life skills which will assist them in their everyday lives going forward, both inside and outside the work-place.

Objectives of leisure day:

- Interns to be able to plan activities independently.
- To produce an individual work book to act as a 'reference point' for planning future social, leisure events with current peers
- To build up socialisation skills.
- Interns to be able to engage in social occasions with friends after school and weekends.
- Extend independent travel routes
- Have a good knowledge of various leisure day activities, clubs, meeting places etc.
- To build up confidence in using the phone to book various activities.
- To be able to manage own account sheets for leisure day on a weekly basis.
- To judge Appropriate clothing for activities and the time of year.
- What the requirements of the day are e.g. if over lunch time are they bringing extra money? or is there a café where they are going? – thinking for themselves.
- This is all work which is covered in the Activities that make up leisure day.

Social Events

There are a number of social events organised by the interns at key points of the year. These events are essential for students to attend as it provides interns with opportunities that they will experience during the world of work such as office parties, Christmas parties and work-based social events. Interns attend these events on their own accord and will take responsibility for themselves and their actions along with their parents. Staff will always be in attendance during these events, though will not be responsible for the students conduct, behaviour, and/or safety.

To support the interns, staff teach them how to organise transport arrangements to and from the various events. Even though staff support the booking and organisation of transport and logistics, interns and parents are aware that internship staff are not responsible for transport whether they have supported in its arrangement or otherwise.

Outside of school / internship hours, these social events are not classed as educational visits. As such, there are events where interns have the opportunity to purchase and consume alcohol, during a visit to a restaurant, pub or theatre for example. Internship staff offer advice and guidance in relation to the sensible consumption of alcoholic beverages. After parental permission has been granted, it is made clear to interns and parents that the responsibility is on themselves for what they drink. Parents are strongly advised to have this conversation with them before they attend.

These social events are an invaluable and enjoyable experience which supports the internships mantra of 'preparing for adulthood' and teaches interns to enjoy their social events / work do's responsibly.

Internship Destinations

Year	Number of students in cohort	Paid Employment	Voluntary Employment	College	College and voluntary employment	Other
Sept 2013 – July 2014	7	3	0	4	0	0
Sept 2014 – July 2015	8	5	1	2	0	0
Sept 2015 – July 2016	8	5	1	1	0	1
Sept 2016 – July 2017	7	1	1	1	1	3
Sept 2017 – July 2018	7	3	0	0	2	2
Sept 2018 – July 2019	7	3	2	2	0	0
Sept 2019 – July 2020	11	2	1	3	0	5
Sept 2020 – July 2021	11	8	1	2	0	0

Overall outcomes over the past 8 years

Out of 66 interns

- 30 interns have gained paid employment (45%)
- 7 interns have gained voluntary employment (11%)
- 37 out of 66 interns therefore went into employment (56%)
- 15 interns went onto further education (23%) (3 others worked voluntarily and went to college).
- 83% of interns transitioned into employment or college
- 11 interns took other pathways (including 5 who continued to Year 15) (20%)

Analysis of the impact of Covid on the Supported Internship and EMI Pathway

2013 - 2019	2019 - 2020	2020 - 2021
45% Gained Paid Employment (20)	18% Gained Paid employment (2)	73% Gained Paid employment (8)
18% Gained Voluntary Employment (8)	9% Gained Voluntary employment (1)	9% Gained Voluntary employment (1)
63% in Employment (28)	27% in Employment	82% in Employment
23% continued education at College (10)	27% continued education at College (3)	18% continued education at College (2)
	46% continued on the internship for another Term (5)	
14% Other Pathways (NEET) (6)	0% Other Pathways (NEET) (0)	0% Other Pathways (NEET) (0)