

# Placement Plan

Illustrative report - Fictional learners

| Name       | Year Group | Commissioner               | Parent Details | Package           |
|------------|------------|----------------------------|----------------|-------------------|
| Alex Smith | 10         | Dixon's Brooklands Academy | Sandra Smith   | 10 hours, 6-weeks |

## Getting to know Alex:

Alex is 15 and in Year 11. They have an EHCP for autism and associated communication and emotional regulation needs. Anxiety and disrupted attendance have limited access to school. They can work for around 20 minutes with familiar adult support, find unfamiliar places difficult and benefit from visual instructions and planned breaks. Interests include digital art, gaming and graphic design.

Placement plan: 10 hours weekly over an initial 20 teaching weeks. First review: end of week 6. Functional Skills Entry Level 3 is the proposed starting level, to be checked through baseline assessment. The first priority is to establish trust and a predictable learning routine, using Alex's interest in design to make tasks purposeful.

## The difference we want this placement to make:

| Outcome                                      | Target for the first six weeks                                                                                                                         |
|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| A1 Access learning with greater independence | Complete a 30-minute learning activity using a checklist, with no more than two prompts, in 4 of 5 observed opportunities.                             |
| A2 Communicate needs and manage anxiety      | Use an agreed help or break signal and return to learning within 10 minutes in 4 of 5 supported opportunities.                                         |
| A3 Apply English and Maths to everyday tasks | Read a short practical text and write an appropriate response; complete a simple shopping-budget task with at least 80% accuracy across three samples. |
| A4 Explore next steps beyond school          | Prepare three questions, take part in a supported employer encounter and identify two relevant skills and one next step.                               |

## Learning, Qualification, Mentoring & Therapy pathway

**Academic qualifications:** NOCN Functional Skills English at Entry Level 3 and NOCN Functional Skills Mathematics at Entry Level 3. Two hours per subject each week cover teaching and formative assessment. English includes reading, writing, and speaking, listening and communicating. Formal assessments are scheduled when evidence shows readiness, not automatically at week six.

**Practical pathway:** planned NOCN Entry Level 3 Award in Skills for Employment, Training and Personal Development, using personal development, work-readiness and suitable digital/creative content. Three hours weekly allow 60 planned qualification-related hours over 20 weeks. Final units and credit combinations are confirmed before registration.

**Mentoring:** two hours per week focused on emotional regulation, self-advocacy, predictable routines and supported access to an unfamiliar employer setting.

**Therapeutic Support:** CBT to support managing anxiety symptoms

## Alex's Weekly Programme:

*Ordinary weekly timetable. Delivery begins at home. Any alternative venue is named in the agreed plan following assessment and consent. Each two-hour session includes short agreed regulation breaks; the timetable is not two hours of uninterrupted desk work.*

| Day and time                 | Session                                                                                                                      | Outcome links |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>Monday 09:30–11:30</b>    | English, 2 hours. Read instructions and short texts; draft a clear email; practise discussion.                               | A1, A3.       |
| <b>Tuesday 09:30–11:30</b>   | Maths, 2 hours. Money, time, measures and practical problem-solving using shopping or design examples.                       | A1, A3.       |
| <b>Wednesday 09:30–11:30</b> | NOCN skills pathway, 2 hours. Plan a digital poster, follow a task sequence and save evidence of decisions. A1, A4.          | A1, A4.       |
| <b>Thursday 09:30–11:30</b>  | Mentoring: Recognise early anxiety, practise a break/help signal and rehearse access to an agreed community setting. A2, A4. | A2, A4.       |
| <b>Friday 09:30–10:30</b>    | NOCN skills pathway, 1 hour. Explore creative jobs, workplace communication and personal goals. A1, A4.                      | A1, A4.       |
| <b>Friday 10:30–11:30</b>    | Therapist Session, 1 hour. CBT to support managing anxiety.                                                                  | A2.           |

## Mentoring with a clear purpose:

The mentor begins each session with a brief emotional check-in and visual plan. They rehearse a help or break signal, model how to return to a task and gradually reduce prompts.

**Weeks 1–2:** build trust and practise the agreed regulation routine at home.

**Weeks 3–4:** rehearse a short, approved community visit and prepare employer questions.

**Weeks 5–6:** support the encounter, reflect on what felt manageable and agree the next small step towards accessing education.

## Delivery arrangements and responsibility:

A named Programme Lead coordinates the placement, with tutor and mentor details, start date, review date and exact delivery addresses recorded in the live plan before the first session. Programme coordination sits outside the direct-support hours shown.

Venues and travel arrangements require prior agreement, relevant risk assessment and consent. Community delivery requires parental consent where applicable. Session records are reviewed weekly; safeguarding concerns or unexplained absence are followed up promptly through the agreed reporting route.

| Week | Session Type & Venue                                                                                                |                                          |                              | Safeguards/Risk Assessments                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      | Mentoring                                                                                                           | Tuition                                  | Therapy                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 1    | Home                                                                                                                | Home                                     | Home                         | Responsible adult present for all sessions.<br>Agreed this will be either Mother or Grandmother.                                                                                                                                                                                                                                                                                                                                                                    |
| 2    | Home                                                                                                                | Home                                     | Home                         | Responsible adult present for all sessions.<br>Agreed this will be either Mother or Grandmother.                                                                                                                                                                                                                                                                                                                                                                    |
| 3    | Wythenshawe Library                                                                                                 | Wythenshawe Library                      | Home                         | Responsible adult present for all sessions.<br>Agreed this will be either Mother or Grandmother.<br><br>Comprehensive risk assessment undertaken for Wythenshawe library and shared with all delivery staff                                                                                                                                                                                                                                                         |
| 4    | Wythenshawe Library                                                                                                 | Wythenshawe Library                      | Home                         | Responsible adult present for all sessions.<br>Agreed this will be either Mother or Grandmother.<br><br>Comprehensive risk assessment undertaken for Wythenshawe library and shared with all delivery staff                                                                                                                                                                                                                                                         |
| 5    | <b>Most sessions:</b><br>school<br>(Inclusion Base)<br><br><b>Employer Visit:</b><br>Truly Digital,<br>Wythenshawe. | School<br>(Inclusion Base)               | School (private booked room) | Responsible adult present for all sessions.<br>Agreed this will be either Mother or Grandmother.<br><br>Employer visit – accompanied by mentor.<br>Full venue risk assessment completed and shared with mentor.<br><br>Comprehensive risk assessment undertaken for Wythenshawe library and shared with all delivery staff.<br><br>All Compass staff to follow school's safeguarding, signing in and signing out procedures, and will take a copy of DBS with them. |
| 6    | School<br>(Inclusion Base)                                                                                          | School (Tutor support in agreed lessons) | School (private booked room) | Responsible adult present for all sessions.<br>Agreed this will be either Mother or Grandmother.<br><br>All Compass staff to follow school's safeguarding, signing in and signing out procedures, and will take a copy of DBS with them.                                                                                                                                                                                                                            |

## Alex's Employer Encounter

### Week five:

**Host:** a local graphic designer or print business, to be sourced and agreed. This is an illustrative encounter, not a confirmed partnership. The learner is accompanied throughout by their Compass mentor.

Before the visit: during week 4 mentoring, Alex prepares three questions using a visual prompt card, explores the venue and agrees a help or break signal.

| Time on Thursday | Planned activity                                                 |
|------------------|------------------------------------------------------------------|
| 09:30–09:45      | Preparation with the mentor                                      |
| 09:45–10:00      | Accompanied travel to the agreed host                            |
| 10:00–11:00      | Employer discussion, demonstration and feedback on Alex's poster |
| 11:00–11:15      | Accompanied return travel                                        |
| 11:15–11:30      | Supported reflection and next-step planning                      |

This replaces the usual Thursday mentoring session. The two-hour allocation assumes a suitable nearby employer. The mentor remains with Alex throughout.

The learner asks questions verbally or using their preferred communication method, learns how a design brief becomes a product, and identifies two workplace skills. The mentor records participation, support needed and the learner's next step. If a visit is unsuitable, a mentor-supported live employer Q&A and project feedback takes place within the same slot. The weekly total remains 10 hours. Further employer encounters are planned in weeks 11 and 17, with preparation and reflection in the mentoring allocation.

### Signed Agreement

| Party Name                                                | Signed | Date |
|-----------------------------------------------------------|--------|------|
| <b>Compass:</b><br>Rosie Aylward – Compass Programme Lead |        |      |
| <b>School:</b><br>Sharon Davies – Deputy Head             |        |      |
| <b>Parent:</b><br>Sandra Smith                            |        |      |