

Btec pre-vocational studies

Curriculum Vision

Our BTEC Pre-Vocational Studies curriculum is designed to empower autistic learners with the knowledge, skills, and confidence they need to prepare for adulthood and future pathways in education, employment, or supported living. Grounded in inclusivity, practical learning, and communication development, the curriculum ensures learners thrive in an environment that celebrates neurodiversity while nurturing independence, personal growth, and employability.

Intent

The intent of our curriculum is to:

- Provide **accessible, engaging, and meaningful learning** that recognises the unique strengths, interests, and needs of each autistic student.
- Develop **core vocational and life skills** including communication, teamwork, problem-solving, time management, and following instructions.
- Offer **practical, real-world experiences** to prepare learners for transition into work, further education, or supported adulthood.
- Promote **confidence and independence** through scaffolded learning, sensory-informed strategies, and consistent routines.
- Foster **personal, social, and emotional development** with an emphasis on self-awareness, resilience, and wellbeing.
- Ensure **clear progression** pathways that link learning outcomes with real-life applications and next steps for each learner.

Curriculum Structure & Guided Learning Hours (GLH)

We offer BTEC Entry Level in Vocational Studies at varying sizes to suit learners' readiness, needs, and progression routes:

Qualification	Guided Learning Hours (GLH)	Description
Award (Entry 3)	60 GLH	A short course designed to introduce learners to vocational areas with 2-3 core units. Suitable for learners starting out or transitioning into vocational learning.
Certificate (Entry 3)	180 GLH	A broader study with deeper focus across multiple vocational areas. Suitable for learners preparing for college or supported employment.

Diploma (Entry 3)	360 GLH	An extended programme offering significant depth and range. Best suited for learners ready to develop a comprehensive vocational portfolio.
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Units can include:

- Managing Money
- Working Towards Goals
- Being Organised
- Taking Part in Exercise
- Exploring Art, Media, Retail, Hospitality, and more

All qualifications are internally assessed and externally verified, with an emphasis on practical evidence collection (photos, videos, witness statements) to support learners' strengths.

Curriculum Principles

1. Personalised Learning

- a. Individualised goals linked to EHCP outcomes.
- b. Differentiated content and resources to meet sensory, communication, and cognitive needs.
- c. Flexible pacing to ensure deep understanding.

2. Practical and Functional Learning

- a. Emphasis on "learning by doing" through role play, work experience, and enterprise projects.
- b. Functional literacy and numeracy embedded across units.

3. Skills for Life and Work

- a. Focus on transferable skills (e.g., preparing for interviews, handling money, planning travel).
- b. Cross-curricular opportunities to support communication, ICT, and personal development.

4. Supportive Environment

- a. Low-arousal classrooms and predictable routines.
- b. Use of visuals, assistive technology, and social stories to enhance understanding.
- c. Regular emotional regulation support and mentoring.

5. Cultural Capital and Community Links

- a. Exposure to a range of vocational contexts and industries.
- b. Engagement with the local community through visits, volunteering, and work-based learning.
- c. Inclusive celebration of diversity and neurodiversity.

Curriculum Implementation

The curriculum is delivered through:

- BTEC Entry Level Award/Certificate/Diploma in Vocational Studies, tailored to each learner's interests and strengths.
- Small-group and 1:1 teaching models with high staff-to-student ratios.
- Termly themes aligned to vocational areas such as retail, catering, creative media, and health and social care.
- Opportunities for enrichment through life skills sessions, outdoor learning, enterprise projects, and ASDAN units where appropriate.

All learners in KS4, engage in a Btec pre-vocational studies - Entry to vocational studies course at E1-L2 level. Whichever level of course is being accessed, all learners participate in a variety of modules, designed to deepen their understanding of different work sectors and employability skills.

At Entry level 1, the learners can cover the following modules:

Pearson BTEC Entry Level 1 Subsidiary Award in Pre-vocational Study			
Unit reference	Unit title	GLH	Type
	Optional unit		
1	Engaging in New Situations	30	Optional
2	Following Given Instructions	30	Optional
3	Handling Own Money	30	Optional
4	Preparing a Meal for Yourself	30	Optional
5	Going on a Prepared Visit	30	Optional
6	Engaging in Personal Health and Wellbeing	30	Optional
7	Helping with an Event	30	Optional
8	Contributing to a Customer Service	30	Optional
9	Developing Digital Communication Skills	30	Optional
10	Participating in a Performance	30	Optional
11	Communicating with Others	30	Optional
12	Participating in a Sports Activity	30	Optional
13	Producing a Product	30	Optional
14	Taking Part in a Creative Activity	30	Optional
15	Exploring an Enterprise Activity	30	Optional
16	Exploring Future Options in the Local Community	30	Optional
17	Engaging in a Team Activity	30	Optional
18	Working Towards a Given Target	30	Optional
19	Producing a Basic Document	30	Optional
20	Navigating from One Place to Another	30	Optional

At entry level 2, the learners can cover the following modules:

Pearson BTEC Entry Level 2 Subsidiary Award in Pre-vocational Study			
Unit reference	Unit title	GLH	Type
	Optional unit		
1	Adapting to New Situations	30	Optional
2	Following Instructions to Carry Out a Task	30	Optional
3	Handling Money Transactions	30	Optional
4	Preparing a Meal for Others	30	Optional
5	Participating in a Visit	30	Optional
6	Understanding Personal Health and Wellbeing	30	Optional
7	Contribute to Running an Event	30	Optional
8	Providing a Customer Service	30	Optional
9	Using Digital Skills	30	Optional
10	Contributing to a Performance	30	Optional
11	Communicating with Others	30	Optional
12	Contribute to a Team Sport Activity	30	Optional
13	Create a Product	30	Optional
14	Being Creative	30	Optional
15	Contribute to an Enterprise Activity	30	Optional
16	Planning for the Future	30	Optional
17	Being Part of the Team	30	Optional
18	Working Towards an Agreed Target	30	Optional
19	Create a Document	30	Optional
20	Using Public Transport	30	Optional

At entry level 3, the learners can cover the following modules:

Pearson BTEC Level Entry 3 Subsidiary Award in Entry to Vocational Study			
Unit reference	Unit title	GLH	Type
	Mandatory unit		
1	Skills for Learning	30	Mandatory
	Optional units		
3	Finding Out About a Topic	40	Optional
4	Designing a Product	40	Optional
5	Creating a Product	40	Optional
6	Presenting to Others	40	Optional
7	Making an Event a Success	40	Optional
8	Providing Customer Service	40	Optional
9	Going on a Visit	40	Optional
10	Financial Awareness	40	Optional
11	Living with Online Technology	40	Optional
12	Using Technology for a Purpose	40	Optional
13	Supporting Other Individuals	40	Optional
14	Communicating with People	40	Optional
15	Problem Solving by Thinking Creatively	40	Optional
16	Contributing to the Community	40	Optional
17	Managing Time	40	Optional
18	Responding to a Situation	40	Optional
19	Health and Wellbeing for the Workplace	40	Optional
20	Using Guidance	40	Optional

Curriculum Impact

We measure the impact of our curriculum through:

- Progress against personalised learning targets and BTEC assessment criteria.
- Increased independence in real-world tasks and settings.
- Improved social communication and emotional regulation.
- Positive learner destinations including supported internships, college, or vocational training.
- High levels of learner engagement, attendance, and confidence.

Conclusion

Our BTEC Pre-Vocational Studies curriculum is a vital part of preparing autistic students for the next stage in life. We are committed to nurturing their potential, valuing their

individuality, and equipping them with the tools they need to succeed in a world that embraces difference.

Enrichment

At Wargrave House School, we pride ourselves on finding and offering learners enrichment opportunity to support their personal growth and development as well as their practical, interactive and interpersonal skills. As such we provide the opportunity for our learners to apply for positions at our School Bank, Shop and Barista Bar through a full recruitment process. This encourages learners to build positive working relationships; develop their interpersonal and communication skills; explore different social situations whilst learning how to problem solve. Our learners also benefit from demonstrating their personal skills in work-based scenarios through careers and enterprise week activities, events and workshops.

Community Learning

Learners access an outdoor learning space at the Puddle every week. This encourages our learners to use their personal skills and qualities to provide a positive experience for the wider community. This could be through planting fruit, vegetables and plants in the poly tunnel or around the site; tidying the public areas and caring for the animals onsite. Learners may also use construction skills to make interactive games or furniture to use around the site. As part of our curriculum offer, learners are also access outdoor education sessions through the year. Activities include gorge walking, bikes for all, rock climbing, abseiling, orienteering, archery. Activities are updated on a regular basis. This provides further opportunities for our learners to practice their functional communication, interpersonal, vocational and problem-solving skills. KS4 learners are also offered the opportunity to visit local colleges, universities and educational institutes to explore their future options, including which skills are required to access courses etc.

Preparation for life

Our learners consolidate their skills and qualities by access preparation for life areas linked to the EHCP areas of need. They explore content in 5 key areas that align with the preparation for adulthood framework, as set out below:



Capital of culture

In order for our learners to utilise their skills to create a positive capital of culture in school, they are encouraged to participate in activities which enrich the lives of both themselves and others. Examples include providing boxing coaching for younger learners; pitching business ideas to ELT to fund enterprise ventures; running stalls at the Christmas and Easter fayres and inputting into student council.

Complimentary courses

NCFE Essential English in everyday life

E1-L2

This qualification is part of a suite designed to provide learners with essential knowledge and skills in English and builds on the knowledge and skills gained at KS3. Learners will develop their skills in speaking, listening and communication, reading and writing. This qualification has been designed to provide learners with the skills they can use in their everyday life, or to support them to progress on to the next entry level, Functional Skills or GCSE in English.

NCFE content

All learners access units in Reading, Writing and Speaking & Listening regardless of which Entry level or level that they are accessing.

E1

Unit 02 Listening and responding to information (F/650/1818)
Unit 03 Speaking with others (A/650/1843)
Unit 04 Introduction to reading skills (D/650/1844)
Unit 05 Reading words and short texts (F/650/1845)
Unit 06 Introduction to essential writing skills (H/650/1846)
Unit 07 Writing and spelling words (J/650/1847)
Unit 08 Participating in short discussions (K/650/1848)
Unit 09 Introduction to alphabetical order (L/650/1849)

E2

Unit 01 Listening and responding (M/650/1859)
Unit 02 Introduction to discussing with others (D/650/1862)
Unit 03 Introduction to speaking to be understood (F/650/1863)
Unit 04 Reading skills (H/650/1864)
Unit 05 Introduction to reading to understand (J/650/1865)
Unit 06 Alphabetical order (K/650/1866)
Unit 07 Essential writing skills (L/650/1867)
Unit 08 Writing and spelling words and phrases (M/650/1868)

E3

Unit 01 Developing listening and responding skills (R/650/1869)
Unit 02 Discussing with others (A/650/1870)
Unit 03 Speaking to be understood (D/650/1871)
Unit 04 Developing reading skills (H/650/1873)
Unit 05 Reading to understand (J/650/1874)
Unit 06 Developing an understanding of alphabetical order (L/650/1876)
Unit 07 Developing essential writing skills (R/650/1878)
Unit 08 Essential spelling and writing (T/650/1879)

L1

Unit 01 Listening, understanding and responding to others (T/650/1940)
Unit 02 Communicating with others (Y/650/1941)
Unit 03 Participating in discussions (A/650/1942)
Unit 04 Introduction to knowledge and application of punctuation grammar and spelling (D/650/1943)
Unit 05 Composing texts (F/650/1944)
Unit 06 Interpreting straightforward functional texts (H/650/1945)
Unit 07 Introduction to understanding prose writing and poetry (J/650/1946)

L2

Unit 01 Listening, understanding and using constructive feedback effectively (K/650/1947)
Unit 02 Participating in and contributing to discussions within formal and informal settings (L/650/1948)
Unit 03 Knowledge and application of punctuation, grammar and spelling (M/650/1949)
Unit 04 Composing written texts (Y/650/1950)
Unit 05 Interpreting straightforward and complex functional texts (A/650/1951)
Unit 06 Understanding prose writing and poetry (D/650/1952)

English GCSE

Some learners will access a Pearson GCSE English language course. They will explore the following:

Learning outcomes	Students should:
1.1 Reading	1.1.1 read and understand a wide range of 19th-century non-fiction texts, including whole texts and unseen texts.
	1.1.2 <i>critical reading and comprehension</i> : identify and interpret themes, ideas and information in a range of literature and other high-quality writing; read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; draw inferences and justify these with evidence; support a point of view by referring to evidence within the text; identify bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading; recognise the possibility of different responses to a text.
	1.1.3 <i>summary</i> : identifying the main theme or themes; summarising ideas and information from a single text.
	1.1.4 <i>evaluation of a writer's choice of vocabulary, form, grammatical and structural features</i> : explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text.

	your strengths.	culture of different workplac es.			and your involvem ent with your family and communi ty.	culture of different workplac es.
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