LIFE SKILLS & OUR PROVISION

Individualised Learning - Real-Life Experiences - Vocational Skills - Progression

At Bellissimo Training CIC, no two learning journeys are expected to look the same. We support learners aged 11-16 and also offer 16+ placements, building every Individual Learning Plan around the young person, their needs, interests, strengths and next steps.

Every Learner Has Their Own Journey

Our provision is intentionally individualised. One learner's timetable, activities and outcomes may look completely different from another's because their needs are different. Each **Individual Learning Plan (ILP)** is developed around the student, with interests used as a route into engagement and identified needs used to shape meaningful targets, activities and progression.

Learning That Feels Real

We believe some of the most powerful learning happens through doing. Around **70% of our learning is delivered through real-time, practical and interactive experiences**, where appropriate to the learner. Rather than relying only on desk-based work, we build lessons into workshops, projects, activities, community experiences and everyday situations so that learning feels relevant, enjoyable and achievable.

Life Skills Woven Through the Provision

Life skills are not treated as a single lesson. They can be developed throughout the learner's week through cooking and baking, budgeting, shopping, communication, travel awareness, teamwork, organisation, personal responsibility, problem-solving, confidence building and making positive choices. English and maths can be embedded naturally through recipes, measurements, prices, timings, written instructions, scores, planning and real-life tasks.

A Provision Built Around Interests

Our wider offer includes **Hair & Beauty, Art & Creative Learning, cooking and baking, digital and social gaming, horse and farm experiences, outdoor learning and outreach activities**. Learners may access museums, places of interest, walks and landmarks, activity centres, bowling, climbing, trampolining and other experiences selected because they support the individual's ILP.

Engagement Before Expectation

Some learners arrive after finding traditional education difficult to access. We understand that trust, relationships and engagement may need to come first. A learner's interest - whether gaming, animals, beauty, cooking, creativity or the outdoors - can become the starting point for communication, confidence and learning. From there, we can gradually introduce challenge, responsibility and new experiences.

FROM ENGAGEMENT TO PROGRESSION

A pathway that grows with the learner

11-16 & 16+ Pathways

For learners aged 11-16, the focus can include re-engagement, confidence, SEMH support, life skills, vocational exploration and meaningful learning experiences alongside the outcomes identified by the referring school or local authority. Our 16+ placements can build further towards independence, employability, vocational development, functional skills, qualifications and preparation for college, training or employment.

Formal Learning & Qualifications

Where it is appropriate to the learner's pathway, we can incorporate more formal learning alongside our practical provision. This can include **Functional Skills in English and maths** and access to **accredited or vocational qualifications**. The balance between practical learning and formal study is determined by the individual learner's starting point, intended outcomes and progression route.

Area of Provision	What Learning Can Look Like
Life Skills	Cooking, budgeting, shopping, organisation, independence, communication and responsibility
Vocational Workshops	Hair & Beauty, creative projects, practical skills, employability and industry awareness
Gaming & Social Learning	Engagement, peer interaction, teamwork, problem-solving, communication and healthy balance
Animals & Farm	Responsibility, confidence, relationships, practical care, routines and wellbeing
Outdoor & Outreach	Exercise, resilience, community learning, museums, landmarks, new environments and experiences
Formal Progression	Functional Skills, accredited learning, vocational qualifications and preparation for next steps

Recognising Attendance, Engagement & Achievement

We believe progress deserves to be recognised. At the end of terms, we provide **reward experiences for students who attend and engage**. These are a positive way to celebrate commitment, participation, progress and the relationships learners have built during their time with us. Rewards also give students something enjoyable to work towards and help us finish a term by recognising success in a way that feels meaningful to them.

Support, Safeguarding & Communication

Our small-group model allows us to provide high levels of support and build strong relationships. We maintain communication with schools and relevant professionals through attendance information, progress updates and safeguarding communication. Activities and outreach experiences are planned with individual needs, appropriate supervision, safeguarding and risk assessment in mind.

Our Aim

Our aim is not to make a young person fit a fixed programme. It is to create a programme that fits the young person. By combining relationships, practical experiences, life skills, vocational opportunities, formal learning and carefully chosen environments, we want learners to enjoy attending, experience success and leave us with greater confidence, skills and a clearer pathway towards their future.

No two learners. No two identical timetables. One individual pathway built around each young person.

Bellissimo Training CIC

Small groups - high support - real-life learning - individualised pathways