ENTERPRISE ENRICHMENT

How SEND pupils effectively create and manage a relevant social enterprise?

Main areas of focus – researching local social enterprise and developing own social enterprise idea and develop this for pupils to manage in a team.

Social enterprise - what is it?

How is it different from a business?

Are there any successful social enterprise local to our area?

What ideas can we think of to develop our social enterprise?

Is it realistic? Is it inventive?

Is it manageable in the time?

An expectation would be pupils or class have:

- Group Enrichment books-, photos, quotes, celebration of social enterprise

- Research into other social enterprises

- Products developed and created by pupils

Teaching and Learning Role

- As teaching and Learning Lead, my role will be to advise and support on the programme development, act as a critical friend to challenge thinking and practice, analyse pedagogy and effective practice. I will engage in initial ideas, and help pupils to develop and become confident in managing a social enterprise event. I will review the social enterprise work with staff, outside visitors, pupils and parents.

Date	Activity	Outcome
Week 1	Introduction to the subject – what is a social enterprise? Do you think there are any social enterprise in the local area?	Walk around the local area, take photographs of local businesses. Record their route on a map – link to Geography locating places on a map.
Week 2	What do social enterprises do?	Previous week visit class look at photographs and map record as a class types of businesses that they came across. Record work in a graph Research famous social enterprise companies Share case studies of social enterprise Journeys -and record these ideas.
Week 3	What makes a successful entrepreneur?	Watch successful and unsuccessful dragon den pitches. Identify qualities in an entrepreneur? In small teams pupils are given resources and a time limit they have to make something innovative with resources given. Present ideas to rest of the class.
Week 4	how can we devise a social enterprise to improve an aspect of our community?	Generate ideas as a class on a mind map of issues in the community.

		Pupils use democracy voting to decide the chosen idea The chosen idea has to be innovative, realistic.
Week 5	Plan for own social enterprise, what cost are involved?	Identify chosen idea, answering questions relating to target market. Identify and sourcing any products including identifying costs, mark up price and profits – link to maths skills.
Week 6	What skills and qualities can you bring to the team?	Plan as a team, roles and responsibilities in the team. Identify skills and qualities Create timeline Identify how to market chosen idea
Week 7	Launch of social enterprise	Pupils lead in discussing ideas with senior leaders and governors to get support Decide on Launch linked with marketing material-creative skills used to produce work.
Week 8	Social enterprise working as a team to deadlines.	Pupils work in teams with own responsibilities and deadlines. Pupils reflect on work achieved at end of lesson and set new targets for following week.
Week 9	Social enterprise working as a team to deadlines.	Pupils work in teams with own responsibilities and deadlines. Pupils reflect on work achieved at end of lesson and set final targets for launch the following week.
Week 10	Social Enterprise event – Pupils led Style and delivery- pupil lead	Pupils lead social enterprise event for pupils and the community, event promoted on school social media.
Week 11	Evaluation of Social Enterprise – what went well, what do they need to improve on?	Reflect and review social enterprise, what went well, what skills did they learn? Pupils collect feedback through comments or surveys

Appendix 1

Creative thinker Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value	generate ideas and explore possibilities – link to developing a successful idea to use for social enterprise • ask questions to extend their thinking • connect their own and others' ideas and experiences in inventive ways • question their own and others' assumptions • try out alternatives or new solutions and follow ideas through

	• adapt ideas as circumstances change
Team worker Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.	• collaborate with others to work towards common goals of a successful social enterprise • reach agreements, managing discussions to achieve results • adapt behaviour to suit different roles and situations, including leadership roles • show fairness and consideration to others • take responsibility, showing confidence in themselves and their contribution • provide constructive support and feedback to others.
Self manager Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.	• seek out challenges or new responsibilities and show flexibility when priorities change • work towards goals, showing initiative, commitment and perseverance • organise time and resources, prioritising actions • anticipate, take and manage risks • deal with competing pressures, including personal and work-related demands • respond positively to change, seeking advice and support when needed • manage their emotions,
Effective participator Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.	• discuss issues of concern, seeking resolution where needed • present a persuasive case for action • propose practical ways forward, breaking these down into manageable steps • identify improvements that would benefit others as well as themselves • try to influence others, negotiating and balancing diverse views to reach workable solutions

	• act as an advocate for views
Reflective learner Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.	• assess themselves and others, identifying opportunities and achievements • set goals with success criteria for their development and work • review progress, acting on the outcomes • invite feedback and deal positively with praise, setbacks and criticism • evaluate experiences and learning to inform future progress • communicate their learning in relevant ways for different audiences
Independent enquirer Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.	• identify questions to answer and problems to resolve • plan and carry out research, appreciating the consequences of decisions • explore issues, events or problems from different perspectives • analyse and evaluate information, judging its relevance and value • consider the influence of circumstances, beliefs and feelings on decisions and events • support conclusions, using reasoned arguments and evidence.