

Careers Education and Provider Access Policy

Introduction

The Department for Education statutory guidance 'Careers guidance and access for education and training providers' (October 2018) states: "to make sure all young people in secondary schools get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience". In The Milestone School this means to support each individual pupil and their family through transitions, including transition to Post 16, and preparation for adult life.

Aims and Objectives

At The Milestone School we are committed to fulfilling our statutory duty and aim to:

- provide a planned programme of careers education, information, advice and guidance at a level appropriate for each individual learner;
- prepare our learners for 'Employment' and/or 'Community Engagement' through a broad and well-balanced curriculum, ensuring 'Preparing for Adulthood' is included discretely and embedded in our curriculum offer;
- ensure individual interests and talents are recognised and recorded as part of any transition process;
- support families to gain knowledge from staff with the appropriate skills & expertise and to raise aspirations for their child.
- work in partnership with a range of individuals and organisations to support any transition process and success for each pupil in their next educational provision and as they prepare for adult life.

Content:

The careers strategy at Milestone School will contribute to raise aspirations, overcome barriers to success and create individual transition plans to support the specific needs of each pupil. Milestone school will have a careers lead with the required skills, experience and commitment. The school will have a Local Advisory Board lead with strategic responsibility for careers. The Careers & Enterprise company will provide external support to school through GFirstLEP and an assigned Enterprise Advisor. The Enterprise Advisor will focus on supporting employer engagement for pupils, as appropriate. This will include the self-employed as well as small & larger businesses.

Method and Organisation:

Milestone School careers strategy will be underpinned by the 8 Gatsby benchmarks:

Gatsby Benchmark 1: A stable careers programme based on **INTENT** (setting out knowledge and skills pupils will gain at each stage); **IMPLEMENTATION** (how the

programme is taught and assessed in order to apply the knowledge as skills); **IMPACT** (consider the outcomes as a result of the programme). This programme will have the backing of SLT, published in a way it will be understood by all interested parties and be evaluated annually with feedback from pupils, families, school staff and employers.

Gatsby Benchmark 2: Learning from career and labour market information: Each pupil and their family will have access to good quality information about the transition process, including transition to Post 16. This information will be based on transition routes into Employment and/or Community Engagement. The local labour market will be explained through sharing examples of routes followed by previous pupils into Employment and / or Community Engagement and include the options available at the present time. A 'Where Next' evening will be offered annually to families where they can meet Post 16 provision and other providers. This will include local sector colleges, Post 16 units, specialist provision and training providers as well as other appropriate agencies.

Gatsby Benchmark 3: Addressing the needs of each pupil : Education, Health and Care plans (EHCP) and the annual review process will be an avenue for discussing and recording each pupil's individual progress in the four areas of 'Preparation for Adulthood' (Employment; Independent Living; Community Inclusion; Health) and record individual transition needs. An individual transition plan will be created from Yr 9 to Yr 11 and updated as appropriate by the class teacher(s). This will record any advice given & decisions made, by whom & when and will include the voice of the pupil independently or with the support of an advocate.

Gatsby Benchmark 4: Linking the curriculum learning to careers: The careers programme will state the areas delivered as a discrete subject. It will also include how it links and is embedded in other subject areas to include : English; (social communication and Functional English); Maths(financial education, enterprise and Functional Maths); Preparing for Adulthood (Employment; Independent Living; Community Inclusion; Health); PSHE - PINK; Citizenship; SMSC; Vocational subjects (i.e. Horticulture, Food)

Gatsby Benchmark 5: Encounters with local employers and employees: Every year from the age of 11, pupils will participate in at least one meaningful encounter with an employer. The Careers and Enterprise company, through GFirstLEP, will provide an Enterprise Advisor to support encounters with local employers and employees. The school will keep a record of these visitors & visits and evaluate the outcomes of each encounter. GFirstLEP SEND Enterprise Co-ordinator and programme leader will also support the school with these encounters. The school is a member of the Challenge & Support group relating to this area of the curriculum. This will provide networking opportunities for careers lead, staff and pupils i.e. CV writing & Mock Interviews with local business personnel.

Gatsby Benchmark 6: Experiences of workplaces: work visits will be offered as part of the careers programme to support pupils' exploration of employment and to raise aspirations for their adult lives. The Local Authority 'Forwards' team, SEND Post 16 Advisor and Community Placement Broker, will offer support and guidance. The school will explore opportunities offered in the 30:30 challenge run by 'Forwards' & GFirstLEP. Individual evaluation of each visit will be kept, to support any future transition or employment decisions. Work experience will follow a structured plan with a work experience diary to be completed pre-placement, daily recording during placement and post placement evaluation:

- **In-school** : placement is identified ; career lead creates a generic Additional Hazard risk assessment for each position (i.e. caretaker; school admin); specific

hazards & management will be added for each individual pupil; level of support will be agreed as appropriate ; 'work experience diary' completed (pre; during; post placement)

- **Out-of-school** : placement is identified by pupil, family, school, other external agency; employer agrees to consider pupil for work experience; letter sent to parents to gain permission to share personal information and SEND needs to the employer; interview arranged and all information recorded in 'work experience diary' pre-placement ; placement to only take place during term time and school hours; Placement to be H&S checked and confirmed by Prospects; careers lead to then create individual risk assessment for individual pupil at agreed placement.
Three copies of all signed paperwork to be collated (home; school; employer) before placement can commence. If there is any concern, the placement will not take place. School staff will carry out visit(s) during placement to check if placement is safe and appropriate. Daily diary should be completed at placement and checked on visit. Post placement evaluation will take place by pupil and employer in work experience diary.

Gatsby Benchmark 7: Encounters with further education: the school will take part in the Local Authority Transition Panel. These panels will discuss each individual pupil's needs for Post 16 education and into Employment and / or Community Engagement. Once a placement has been identified, the school will support transition links as offered by the provision and / or as agreed with the provision to meet the individual needs of the pupil. Communication between the pupil, family, school, Post 16 provision and Local Authority is essential to support a smooth transition. This will be recorded on the pupil's Individual Transition Plan. Barriers to a smooth transition, i.e. transport, will be raised at an early stage to offer families guidance to ensure their child can access Post 16 education.

Gatsby Benchmark 8: Personal guidance: Each pupil will have an Individual Transition Plan. Personal guidance will be offered by careers lead & class teacher throughout Years 9,10,11 and recorded on the pupil's Individual Transition Plan. A member of school staff will be given the responsibility to offer individual guidance at pre-planned meetings at least once a year (i.e. someone with previous experience of careers or support to families). This will be the opportunity to monitor the transition plan and ensure pupil & family are aware of all opportunities and can raise any issues.

The school will use the COMPASS (Plus) online self-evaluation tool to assess how their careers support compares against the Gatsby benchmarks. The school will baseline itself using this tool, consider the opportunities to improve their careers programme based on confidential results and track their progress against the baseline over time. This will be updated annually or more often, if new information is gained.

Assessment, Recording and Reporting:

The school assessment programme (??/ SOLAR) will be used to record individual achievement and progress in discrete areas of careers. Parents will be informed of teaching and learning in careers through the school annual recording and reporting process. Destination data (4 year) and Destination measure (3 year) will be recorded and published on the school website.

Pupils will be encouraged to become involved in reviewing their own progress, target setting and action planning (where appropriate). Pupil views will be included in Education Health Care Plan Annual Review meetings in an appropriate format, with use of an advocate as needed.

External accreditation will be offered to validate aspects of the careers programme.

Resources

A wide range of resources are available to meet the needs of individual pupils.

- Talentino careers development for special schools
- Website: Future Me Gloucestershire
- Website : The Buzz Test
- The 'Career Tracks Special' scheme of Work (to be used as appropriate)
- SEN Press Work Experience Activity Packs (for use with Smartboard)
- A range of picture cards and games
- Job specific sensory boxes (e.g. hairdressing)
- Books and leaflets
- ICT resources

Equal Opportunities

Equal opportunity is the right of all pupils and each individual is respected for who they are regardless of age, ethnicity, gender, social circumstances, ability/disability and sexuality. An aid and / or advocate can be provided to support the pupil express their views and wishes. At all times pupil voice will be supported and respected.

Safeguarding including Provider Access

Personnel from education, training providers and other agencies working in partnership with the school will need access to work with pupils in small groups and / or individually. The school's Safeguarding policy, relating to Keeping Children Safe in Education 2019, will be followed at all times. Families will be asked to give their consent for their child to work with these persons. The school will provide an adult who knows the SEND needs of the pupil and can offer support, if required, during interactions. If these requirements listed are met, then access will be granted. If requirements are not met, access will be denied. The provider will have these reasons explained. Alternative guidance and support will be provided to the pupil and the family, who will be informed. The Local Advisory Board lead, who has strategic lead for careers, and Principal will also be informed.

Venues for any meetings will be determined on the activity and availability of rooms. The known classroom may be the most appropriate venue. Confidentiality will be at the centre of all decisions and a more private area may be needed. This will be found within the school ensuring transition to this area will not cause distress to the pupil. Lack of an available room will not be a valid reason for provider access to be denied.

Health and Safety

Health and Safety issues are described fully in the School Health and Safety Policy, which forms part of the guidance issued by the Local Authority. It is the responsibility of each adult to report Health and Safety issues without delay. Risk assessments for all trips and experiences related to the careers programme of study will be written by careers lead, read and signed by SLT, then read and signed by all staff taking part in the activity. Each risk assessment relating to work experience, will reflect statutory guidance for pupils who are Pre 16 and also take into account their individual & complex needs. Written parental permission will be gained to share personal information with employers and personnel who may work with their child.

Professional Development:

The professional development of the careers lead will be reviewed annually as part of the school performance management process. This will ensure the skills, expertise and commitment needed are monitored. Professional development for staff required to deliver areas of the careers programme will be discussed at individual performance

management meetings. Reference to priorities in the School Development Plan will also be made. Head of Department and TLR post holders are available to provide support for teaching staff in the delivery of the careers programme of study.

Websites to gain information:

<https://www.careersandenterprise.co.uk/sites/default/files/uploaded/understanding-careers-leader-role-careers-enterprise.pdf>

https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1041_gatsby_toolkit_for_schools_final.pdf

<https://www.hse.gov.uk/youngpeople/workexperience/>

<https://www.gov.uk/government/publications/how-to-use-destinations-data>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748165/Destinations_good_practice_guide_for_publishing.pdf

<https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/pfa-outcomes-tool.htm>

Review Date: July 2020

Next Review Date: July 2021