



Longdon Park
School

Careers Education, Information, Advice and Guidance Policy

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Signed by:

_____ Headteacher Date: _____
_____ Chair of governors Date: _____

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Statement of Intent

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers', which was last updated in October 2018.

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life, with a particular focus on 'Life after Longdon'. Young people at Longdon Park School have an increased need for this due to the nature of their differences they find planning for the future very difficult. A planned progressive programme of learning activities and experiences support them in choosing appropriate educational pathways that suit their interests, needs and abilities and help them to follow a career path and sustain employability throughout their working lives.

Longdon Park School is committed to providing our young people with a programme of careers education, information, advice and guidance from year 7 onwards. Discovery and experiential education around jobs and employment form part of lessons within the primary setting of Longdon Park School. A whole school approach is adopted as well as the use of national awareness days for increasing self-efficacy and prospects of all young people in our care.

Aims

Longdon Park School's Careers Education and Guidance policy has the following aims:-

- To develop awareness and experience through play and 'Wow' moments.
- To be relevant and fluid towards the individual needs of the young people using inclusive practice.
- To encourage aspirations, raise achievement and show what opportunities are possible.
- To support inclusion, challenge stereotyping and promote equality.
- To contribute to the economic prosperity of individuals and communities.
- To use the Gatsby Benchmark as a marker of excellence to be reflective practitioners of high quality careers education.
- To develop enterprise and employment skills.
- To ensure all young people, parent and carers have access to live market data.
- To ensure young people, their parents and carers have ownership of their transition process into work, education or training.

Links with other Policies

It supports and is underpinned by key school policies including those for Teaching and Learning, Assessment, Equal Opportunities and Diversity, Health and Safety, Gifted & Talented and Special Needs.

Equality and Diversity

Careers education is provided to all young people and provision is made to allow all young people to access the curriculum. Young people are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All young people are provided with the same opportunities and diversity is celebrated on an individual and whole school basis. Stereotyping of any kind in careers is addressed through the careers programme using national strategies; for example the promotion of STEM to underrepresented groups and challenging of rigid thinking by ASC aware staff members to the young people of Longdon Park School and their wider support networks.

Key Stage 3

A careers, work related learning and enterprise programme will be delivered within the relationship and sex education and life skills lessons as well as part of the wider curriculum. KS3 young people will investigate their skills, interests and work preferences to match against suitable occupations. They will also research into the labour market and their expectations of job availability. From Year 8 onwards young people will have access to the online Careers Investigator tool to help develop their understanding of their own skills and strengths.

Year 9 will be supported to explore KS4 and 5 future options available within the school and through alternative provisions. Year 9 young people are entitled to have contact with their local careers advisory service who will be invited to attend their annual review.

Key Stage 4

Where appropriate to young people individual SEN, young people in Year 10 will have exposure to visits and external speakers to provide impartial careers advice and options. Where appropriate young people will visit careers fair either in person or virtually which may include but are not limited to; the Skills Show at the NEC, local fairs by providers, digital careers fair provided by National Careers Week in order to gain an insight into varying professions. For young people who are unable to access community careers fairs Longdon Park School will arrange a small careers fair to provide young people the opportunity to experience a range of employers and post 16 providers either in person or virtually. Where appropriate to young people individual SEN, KS4 young people will have the opportunity to complete a work placement. For some young people this may be a full week, for others this may be completed one day per week for several weeks and this will be tailored to young person's individual needs which may evolve over the KS4 setting. Mock interviews will be completed throughout Year 10 and 11 as part of the learning process, this will also include at least one careers interview with a trained guidance professional.

Key Stage 5

Post 16 young people receive careers information and guidance within their individualised curriculum. This includes, but is not limited to opportunities to learn about different careers, education and training options, employability skills and qualities, routes into employment, training and further education, job search, application and selection process. This builds upon the knowledge and skills gained in KS3 and KS4 and seeks to provide preparation for adulthood.

Where appropriate to young people individual SEN, young people in Post 16 will have exposure to visits and external speakers to provide impartial careers advice and options. Where appropriate young people will visit careers fair either in person or virtually which may include but are not limited to; the Skills Show at the NEC, local fairs by providers, digital careers fair provided by National Careers Week in order to gain an insight into varying professions. For young people who are unable to access community careers fairs Longdon Park School will arrange a small careers fair to provide young people the opportunity to experience a range of employers and post 16 providers either in person or virtually.

Independent careers guidance is provided through Enturst providing pupils with interview experience and a report detailing a young person's skills, qualities and interests and generates information that is personalised to that young person about their options. An advisor will be provided to young people, either face to face or virtually, this will aid discussion regarding their profiles and explore options further.

KS5 young people also make links with their local colleges, employers and training providers. All young people will be given opportunities for formal work experience and/or volunteering placements within the local community.

Parents and carers

Parental involvement is encouraged at all stages and parents are expected to support the development of skills in order to support work based learning. Parents are kept up to date with careers related information through their preferred means of communication, the use of Class Dojo, the school website and through the development of parent careers workshops. Parents are invited to meet with staff and the pastoral team to discuss progress and concerns regarding future employment skills.

Staffing

- All staff contribute to careers through their roles as tutors and subject teachers.
- The Careers programme is planned, monitored and evaluated by the RSE, Life skills and Careers lead.
- The RSE, Life skills and Careers lead is responsible for maintaining the Careers Policy and resources.

1. Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE 'Careers guidance and access for education and training providers' 2018
- Education Act 1997

- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018

2. Roles and responsibilities

2.1. The governing board is responsible for:

- Ensuring that all registered young people are provided with independent careers guidance from Year 8 to Year 13 **[or Year 11 if the secondary school does not have a sixth form]**.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all young people and inform them about approved technical education qualifications and apprenticeships. A policy statement will set out these arrangements.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's **Complaints Procedure Policy**.
- Providing clear advice and guidance to the Deputy Head/Careers Lead on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

2.2. The careers leader is responsible for:

- Managing the provision of careers information.
- Liaising with the head teacher and the careers adviser to implement and maintain effective careers guidance.
- Liaising with the PSHE leader and other subject leaders to plan careers education in the curriculum.

- Liaising with middle leaders and relevant teaching staff to identify young people needing guidance.
- Referring young people to careers advisers.
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Providing young people with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of school staff to promote careers guidance to their young people.
- Using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing young people to have access to providers of technical education, such as colleges, and apprenticeships to ensure every pupil is well-informed about their future options at every stage.
- Using the Compass tool for self-evaluating the careers provision the school offers.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Engaging with the designated teacher for LAC and previously LAC to ensure they know which young people are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.
- Ensuring that young people with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

2.3. Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons using the 'What's the point' slide within lesson presentations.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the school through visual aids.
- Creating a learning environment that allows and encourages young people to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

3. A stable careers programme

- 3.1. The school will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks. The programme will be reviewed **termly** against the benchmarks to ensure it remains on target.
- 3.2. A careers leader will be appointed to ensure the leadership and coordination of a high-quality careers programme. The careers leader is recruited alongside the suggested requirements to ensure the role is correctly fulfilled. The name and contact details of the careers leader will be published on the school website.
- 3.3. A careers adviser will be available through Entrust to support the careers leader and to provide individual, tailored careers guidance to young people.
- 3.4. Details of the school's careers plan will be published on the school website inviting young people, parents, teachers, governors and employers to provide feedback.

4. Labour market information

- 4.1. The school will ensure every pupil, and their parents, has access to good-quality information about future study options and labour market opportunities.
- 4.2. Young people and their parents will be referred to the National Careers Week which has replaced the National Careers Service. This offers information and professional advice via a social media, website, helpline and web chat.
- 4.3. The school will ensure young people and their parents understand the value of finding out about the labour market, and support them in accessing this information. Young people and their parents will be provided with information on the benefits of understanding the labour

market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.

- 4.4. The school will ensure that all young people, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study options.
- 4.5. The school will provide young people with the necessary links and information that will enable them to access Labour Market Information. Access will be monitored to review whether young people are making the most of the service, and if not, what can be done to ensure they do.
- 4.6. The school will make use of local enterprise partnerships to provide young people with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops in schools.
- 4.7. To support social mobility, the school will work to raise young people' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for young people to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.

5. Addressing the needs of young people

- 5.1. The school's careers programme will aim to raise the aspirations of all young people whilst being tailored to individual needs. The programme will inform young people of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.
- 5.2. All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure young people from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.
- 5.3. Comprehensive and accurate records will be kept to support the career development of young people. These will be stored within the electronic folders on the school system. The school will allow access to this information, should a pupil or their parent request it.
- 5.4. Destinations data will be retained by the school for at least three years.

- 5.5. Information about destinations, e.g. the percentage of young people attending sixth form in the following term, will be published on the school's website alongside the school's careers programme.
- 5.6. The school will collect and analyse destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the **headteacher** and **careers leader** on a **termly** basis who can then base further development of the school's career guidance plan on the results and areas of success or failure.

6. Targeted support

- 6.1. The school will work with the relevant LA to identify young people who are in need of targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these young people can be referred for support drawn from a range of education and training support services available locally.
- 6.2. The school will work in partnership with their commissioning schools and LAs as well as post-16 providers to provide support and advice on transitional pathways into FE or training.
- 6.3. The school will work with Jobcentre plus under their 'Support for Schools' programme or the most suitable provider.
- 6.4. The school will ensure that young people understand the programmes available to support them and the financial costs associated with staying in post-16 FE.
- 6.5. To support young people who are likely to need support with post-16 participation costs, such as those with SEND, the school will work with the LA and local post-16 education or training providers to share pupil data and ensure these young people receive such support.
- 6.6. The school will ensure that young people are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. Young people will be advised of how to access this funding and who they should speak to in order to find out more information.

7. Young people with SEND

- 7.1. The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.
- 7.2. The careers leader will work closely with the SENCO and other staff to support young people with understanding different career pathways

and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with families of young people to help them understand what career options are available.

- 7.3. Surveys will be conducted to find out individual young people's aspirations. The results of the surveys will create careers guidance and experience that will be tailored to young people's needs based on their own aspirations and abilities.
- 7.4. Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform young people about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.
- 7.5. The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Young people will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.
- 7.6. Careers guidance will focus on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment or HE.
- 7.7. The SEND local offer will be utilised; annual reviews for a pupil's EHC plan will be informed by good careers guidance.
- 7.8. Young people with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the school's successful careers strategy.
- 7.9. When arranging work experience for young people, the school will work with the employer to determine any additional support that will be needed during the work placement.

8. Curriculum

- 8.1. The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching.
- 8.2. The school will ensure that every pupil is exposed to the world of work by the age of 14 or end of year 9.

- 8.3. Young people are expected to study the core academic subjects at a level suited to their cognitive capabilities including functional skills and GCSE English, maths, science.
- 8.4. Young people will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4, they may be required to continue working towards this aim as part of their 16-19 study programme at local colleges.
- 8.5. The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom young people can relate to.
- 8.6. Every year, from the age of 11 or year 7, young people will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace. These encounters will include:
 - Careers events such as careers talks, careers carousels and careers fairs.
 - Transitions skills workshops such as CV workshops and mock interviews.
 - Mentoring and e-mentoring.
 - Employer delivered employability workshops.
 - Business games and enterprise competitions.

9. Work experience

- 9.1. The school will strive to ensure that all young people have had at least one experience of a work place by the age of 16, and one further such experience by the age of 18 where possible with consideration of their additional needs.
- 9.2. 16-19 study programmes will require high-quality and meaningful work experience. A flexible approach will be adopted for younger young people, including the following:
 - Workplace visits
 - Work experience (1-2 weeks)
 - Job shadowing
 - Career-related volunteering and social action

10. Further education (FE)

- 10.1. Young people are required to remain in education or training until their 18th birthday.

- 10.2. The school will provide young people with a range of information and opportunities to learn about education, training and career paths throughout their school life, to prevent last minute decision-making.
- 10.3. Young people will be encouraged to use information tools, such as websites and apps, which display information about opportunities. Education and training providers will have access to all young people in Years 8 to 13 for the purpose of informing them about approved technical education qualifications and apprenticeships.
- 10.4. The school will ensure that there are opportunities for providers to visit the school and speak to young people in Years 8 to 13 by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, presentations and workshops.
- 10.5. A range of opportunities for visits from providers offering other options, such as FE will also be provided.
- 10.6. A policy statement will be published on the school website and will include:
 - Any procedural requirements in relation to requests for access.
 - Grounds for granting and refusing requests for access.
 - Details of premises or facilities to be provided to a person who is given access.

11. Personal guidance

- 11.1. All young people will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the pupil reaches age 16 or the end of the autumn term of year 11, with the opportunity for a further interview by the age of 18.
- 11.2. Careers advisers will meet the professional standards outlined by the **Career Development Institute**. The school will integrate personal guidance interviews within the pastoral system so that they can be followed up by the form tutors or equivalent.
- 11.3. Careers advisers working with young people with SEND will use the transition plan document and the outcome and aspirations in the EHC plan to focus discussions.

- 11.4. Careers advisers working with LAC or care leavers will use their personal education plan and transition document to focus discussions. These young people will have a named adviser who will build a relationship with them to better understand their individual needs.

12. Information sharing

- 12.1. The school will provide the relevant information about all young people to the LA support services including:
- Basic information, such as the pupil's name or address.
 - Other information that the LA requires to support the pupil to participate in education or training to track their progress.
- 12.2. The school's privacy notice will offer young people and their parents the opportunity to ask for personal information not to be shared.
- 12.3. LAs will be notified, as early as is possible, whenever a 16- or 17-year-old pupil leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

13. Monitoring and review

- 13.1. The **governing board**, in conjunction with the **headteacher and careers leader**, will review this policy on an **annual basis**, taking into account the success of supporting young people in accessing post-16 education and training.
- 13.2. The **headteacher** will make any necessary changes to this policy, and will communicate these to all members of staff.
- 13.3. The next review date for this policy is **January 2022**.

Provider Access Policy Statement

Under Section 42B of the Education Act 1997, as of 2 January 2018, we have a duty to provide young people in Years 8-13 with access to providers of post-14, post-16 and post-18 education and training. This policy statement sets out how we manage access requests from these providers.

What are young people entitled to?

Young people must be allowed to:

- Learn more about technical education qualifications and apprenticeship opportunities, as part of a careers programme which informs young people of the full range of education and training options available to them at each transition point.
- Hear from a range of local providers about the opportunities on offer, e.g. technical education and apprenticeships – this can be achieved through options evenings, assemblies, group discussions, and taster events.
- Understand how to apply to the full range of academic and technical courses available to them.

Who handles our access requests?

Any provider wishing to request access should contact our careers leader, **Emma Barton** on **01283 733195** or via email on **emma.barton@longdonparkschool.co.uk**

Who should providers contact to discuss events and options?

Providers can speak to our careers leader, **Emma Barton** to discuss possible attendance at relevant events.

Our **Child Protection and Safeguarding Policy** and **Visitor Policy** set out the school's approach to allowing providers into school to speak to our young people.

Can providers leave prospectuses for young people to read?

Providers are welcome to leave a copy of their prospectus and other relevant course literature with the **main office or careers leader**.

Child / Young Person's details

**Special Educational Needs and Disability
Transition Plan (from Year 9 onwards)**



Legal Surname		First Name	
Date of Birth		Class	

The aspirations of the young person

My aspirations:

(This may include employment, independent living, community participation, friendships / relationships)

Long term actions relating to aspirations:

(please consider transport needs, health care, personal care, living arrangements, support ratios, personal budgets, social care provision)

The views of the parents or carers

Our aspirations for the young person:	How can we help them to do this?

Service Responses

What will the school need to do and plan for?

- This section should make clear the actions, timescales and responsibilities.
- It should cover transition from school to further learning, and from child to adult services.

How will the school help the young person to become more independent?

How will the school help the young person to be active in the school community?

How will the school help the young person to take on new roles?

How will the school help to develop skills, knowledge and experience to be able to achieve aspirations?

Which agencies should be involved in the future?

What actions need to be taken to make any appropriate services as accessible as possible for the young person?	
General or Specialist Health Services: e.g. speech and language, occupational therapy, physiotherapy	
Technological support: e.g. software, equipment, communication aids etc	
Access to social care services: e.g. home care support, short term breaks, etc.?	
Access to Benefits	
Housing and adaptation needs	
Community, leisure and voluntary services: e.g. MENCAP, Scope	

<i>Actions to be taken following the meetings</i>	Responsible Person / Role	By when?

Confirmed plans for future transition and life after Longdon

Who is leading on monitoring the above action points?

Expected school leaving date?

If the young person is living out of county (e.g. at residential college, school or elsewhere) who should work together to assist future return to the county?

Longdon Park School - School leavers transition process

Family and young person views collected

- Careers interview with guidance advisor
- LPS transition document completed
- One page profile updates



Curriculum and timetable

- Using the interview outcomes individual amendments for time tables will be made to meet post 16 needs.
- Work experience



Desired destination

- Family and young persons views collected
- Working in partnership with the Local Authority and wider professionals
- Open days / visits to provisions
- SENCO to apply to Local Authority for additional support where identified



Application process

- Individual support to complete application forms
- Interview preparation



Structured transition to new provision

- Identify further individual need e.g. independent travel, travel passes
- Opportunities for further visits
- Meeting new staff members
- Transition booklet
- Continued contact through term one of new placement