



Heart of the Forest Community Special School

Careers Education, Information, Advice and Guidance (CEIAG) Policy

Introduction

The Department for Education statutory guidance 'Careers Guidance and Inspiration in Schools' (April 2017) states: "schools must secure independent careers guidance for young people for all Year 8-13 pupils which is intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their full potential." The Government's White Paper on Education Excellence Everywhere (March 2016) states: "education should prepare children for adult life by instilling the character traits and fundamental British values that will help them succeed: being resilient and knowing how to persevere, how to bounce back if faced with failure, and how to collaborate with others at work and in their private lives."

The Department for Education SEND Code of Practice 2015 says it is important that young people start to think about their aspirations as early as possible and that from year 9 at the latest, there is help to start planning for a successful transition into adulthood.

For students with more complex needs a coordinated assessment process or educational health plan (EHCP), which can continue up to the age of 25 can help set out goals and support needs in relation to:

- Moving into paid employment and higher education
- Independent living
- Having friends and relationships and being part of the community
- Being as healthy as possible

Aims and Objectives

At the Heart of the Forest School, we are committed to fulfilling our statutory duty through providing a planned programme of careers education, information, advice and guidance, which is appropriate to each individual learner. We aim to prepare our learners for Post 16 education including further or higher education, Post 19 and Adult life including independent living and work, as appropriate, by supporting them to understand themselves and the world around them. We aim to do this in partnership with a range of individuals and organisations, including families, LA including the LA Employment Commissioner (Disabilities team), GFirst, local employers, Post-16

education, independent enterprise adviser and training providers. An allocated school governor will support and will overview the programme and its delivery.

Content

The careers programme at the Heart of the Forest School aims to achieve a range of outcomes which meet the needs and promote the best interests of all learners. In line with accepted best practice, these are based on the 'Career Development Institute: Framework for careers, employability and enterprise education 7 – 19' (2015). The programme is delivered to include the 17 areas of learning:

- Developing yourself through careers, employability and enterprise education (self-awareness; self-determination; self-improvement as a learner)
- Learning about careers and the world of work (exploring careers and career development; investigating work and working life; understanding business and industry; investigating jobs and labour market information; valuing equality, diversity and inclusion; learning about safe working practices and environments)
- Developing career management and employability skills (making the most of careers, information, advice and guidance; preparing for employability; showing initiative and enterprise; developing financial capability; identifying choices; planning and deciding; handling applications and interviews; managing changes and transitions).

Method and Organisation

Working with the Careers and Enterprise Company's Education Co-ordinator and the allocated Enterprise Advisor school will audit and follow a careers programme based on the 8 Gatsby benchmarks (April 2014)

- A stable careers program: to include discrete areas of learning as appropriate
- Learning from career and labour market information: employers, to include self employed
- Addressing the needs of each pupil: EHCP outcomes and personalised learning
- Linking the curriculum learning to careers: Preparing for adulthood- Pathways to getting a life; PINK; Citizenship; SMSC; social communication and interaction; financial education
- Encounters with local employers and employees: local employers visiting school to give short presentations, visits in the local and wider world; links with curriculum activities & experiences; Mock Interviews and Young Entrepreneurs – G First

- Experiences of workplaces: work visits, work experience as appropriate, FORWARDS 30/30 challenge
- Encounters with further education: planned transition visits and links with Post 16 and 19 units and local sector colleges; The Growth Hub Post 16 transition coffee morning
- Personal guidance: Transition planning: preparing for adulthood EHCP reviews , parents evening, meetings as required, multi-agency meetings and personal education plans (MAM ; PEP) Partnerships

The Heart of the Forest School CEIAG partnerships consist of:

- Pupils: the school will inform pupils of their entitlement and how school and other agencies can support them in achieving their goals.
- Parents: the school will communicate regularly with parents and carers, encouraging participation in Parents' evenings, annual EHCP reviews, and visits to Post-16 and post 19 providers.
- Local Organisations: The school works with a range of local organisation including GFirst, LA and LA Employment Commissioner (Disabilities team), Forwards Link: 30/30 Challenge to provide a range of activities such as industry days, enterprise activities, mock interviews, taster days, young entrepreneurs event.
- **Local Businesses and employers:** The school liaises with local businesses to offer information, experiences to pupils and raise their awareness of local opportunities for work experience, work visits and other projects. This will include inviting local businesses, public services and charitable bodies, into school to explain their work.
- **Post 16 Providers:** The school will create and maintain close links with Post 16 providers appropriate to the needs of individual pupils. School will facilitate supported visits and links in close liaison with parents/carers and staff at Post 16 provision.
- **Post 19 Providers:** The school will create and maintain close links with Post 19 providers appropriate to the needs of individual pupils. School will facilitate supported visits and links in close liaison with parents/carers and staff at Post 19 provision.

What does this mean in practice?

All students will have the opportunity to have meaningful encounters with providers of apprenticeships, work based training and further or higher education as appropriate, facilitated

both in school and offsite visits. Young people can learn about post-compulsory schooling options in a range of ways including through direct and online interactions through presentations, lessons, or through special events, link days with current students, apprentices and alumni.

Assessment, Recording and Reporting

Assessment, recording and reporting will be carried out in line with the school's Assessment and Recording Policy. In addition, 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 all Education Health Care Plans and shared at Annual Review meetings. 'One-Page Profile' and 'Preparing for Adulthood' pages will be presented at transition reviews (Yr9-Yr14). In addition, pupils in Key stage 4 and 5 will keep an Achievement file where experiences and activities relevant to their CEIAG programme are recorded. Pathway appropriate accreditation routes are on offer from Asdan Transition challenge for pathway 1 and 2 learners in KS4 to OCR Entry 1-3 qualification routes in Life and Living skills at key stages 4 and 5, alongside Edexcel functional skills exams in Literacy, Numeracy and ICT for pathway 3 learners (Entry 1-3 and above). Pathway 1 and 2 learners follow ASDAN towards Independence at KS5. Evidence is internally and externally moderated for certification in accordance with the awarding body. All modules from the ASDAN/OCR accreditation program are taught through the delivery of a bespoke FE curriculum based upon the principles of 'Preparing for Adulthood' (DfE) incorporating- Employment, Independent Living, Community Inclusion and Health. The school will collect and collate Destinations data in conjunction with the LA. This is used to identify specific issues and inform CEIAG planning for future pupils as well as an opportunity to validate the programme offered.

School should collect and maintain accurate data for each student on their education, training or employment destinations for at least 3 years after they leave school.

Resources

A wide range of resources are available to meet the needs of individual pupils and may be used as appropriate. These may include:

- 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 boxes (e.g. hairdressing)
 - Books and leaflets
 - ICT resources
 - Employment workshops

- Mock Interviews
- Enterprise events

Input from external agencies such as Ellie Stafford Independent Transitions Co-ordinator and Employability Workshops with Forwards Link- offering support with community placements and supported internships.

Equal Opportunities

Equal opportunity is the right of everyone to equal chances and each individual is respected for who they are regardless of age, ethnicity, gender, social circumstances, ability/disability and sexuality.

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, read and signed by SLT and then by all staff taking part in activity.

Professional Development

Professional development is discussed at individual performance management meetings with reference to priorities in the School Development Plan. Course information is disseminated by the Deputy Head Teacher. The school has a named Careers lead that will support staff with delivery of subjects and coordination this member of staff will be provided with the relevant training.

Monitoring, Evaluation and Review

This policy undergoes a detailed review by all staff and Governors as appropriate from the date of this document.

Ratified on: 30th March 2021

Chair of the Governing Body: Maxine Wiseman

Review Date: March 2022