

## **Careers Education Policy & Strategy**

**Date:** January 2024

**Approved by:** HT

**Review Period:** 2 yearly

**Next review due:** Spring 26



### **Our Vision**

“Striving to make a positive difference for every student with Autism and their family”

### **Our Core Values**

Accepting

Understanding

Together

Individual

Supportive

Mutual Respect

### **Our Aims**

- To promote a happy, supportive, safe and fun environment promoting relevant life-long learning
- A meaningful curriculum leading to greater independence in adult life
- Successful partnerships with key stakeholders
- Positive well-being
- Support for the wider community in their understanding of Autism

### **Rationale and commitment to Careers Education, Information, Advice and Guidance (CEIAG)**

At Springhallow School CEIAG is a key priority. We want to ensure that our students leave with the right tools and values to help prepare them for adulthood. We support students to consider their future options, realise their potential and decide how their skills and experiences fit with opportunities in the job market. We prepare students for their preferred pathway transition whether that is to continue with further education, employment, training or living independently and we use a person-centred approach in our delivery method. We are fully committed to our statutory and moral obligation to provide a holistic careers service to all students, highlighting the vocational and academic routes to their preferred careers routes. We ensure that students are inspired and motivated for the world of work, ensuring high achievable aspirations are considered for a range of careers available.

We work closely with the London Borough of Ealing due to the vulnerable nature of our students who all have special education needs and disabilities with Education, Health and Care plans in place, ensuring that we know of all the services available to support students, to access these and share this knowledge amongst our community. We start with the vision that many of our young people with special educational needs and disabilities are capable of sustaining paid employment with the right preparation and support. We are committed to reduce the number of 11-19 year olds who are not in education, employment or training (NEETs) by ensuring that this strategy is embedded in our practices.

We will raise awareness and aspirations through regularly celebrating, showcasing and promoting the achievements of our students who are volunteering, studying or in paid employment at every possible opportunity.

Our Careers Education and Work-Related Learning Programmes provide students with skills, knowledge, support and insight into the world of work and further learning to enable them to make informed choices

for their future. Springhallow School also supports students in researching and identifying opportunities, raising aspirations and supporting progression to their next steps.

In addition, the school encourages parents and carers to play an active role in exploring the options and choices which are best for their child.

Our strategy is underpinned by the following aims and objectives:

- Ensure that every student will have the opportunity to be prepared for life in modern London
- To provide a structured programme of teaching and learning that allows each student to develop the necessary behaviours, values, and skills for success in life.
- Ensure that all students understand the range of career, learning and progression routes open to them and how to access information necessary to underpin informed choices
- Make available face-to-face guidance to all students from Year 8 onwards
- Have strong links with employers who are able to contribute to students' education by raising their awareness and giving insights about the range of careers open to them
- Have access to high-quality and up-to-date labour market intelligence (LMI) and information about all employment and vocational education training routes pre- and post-16
- Help young people develop competences to be able to transfer their knowledge and skills, be resilient and adaptable within a changing world
- To provide resources and information that allows parents to support their children in making informed choices.
- Work with parents to raise awareness about career and progression routes and to challenge stereotypes
- Have access to quality careers providers and professionally qualified career development professionals to provide face-to-face guidance that helps students emerge from school as more rounded individuals and ready for the outside world of work and further learning
- Ensure that all leavers have a well-informed planned progression route
- Integrate careers and development skills into a broad and balanced curriculum.
- To ensure children will receive a rich provision of extra-curricular and work-related learning activities that develop a range of character attributes, such as aspiration, confidence and resilience which underpin success in education, employment and greater independence in adulthood
- To provide a variety of opportunities to all students for engaging with a range of employers, training providers and further/higher education institutions.
- To provide experiences of working environments during their time at Springhallow School.

### Links to Policies and Action Plans

Several different resources have been used to underpin our strategy including:

<b>National</b>	<ul style="list-style-type: none"><li>• DFE: Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff.</li><li>• DFE: Careers strategy: making the most of everyone's skills and talents</li><li>• Careers and Enterprise Company: Transition programmes for young adults with SEND. What works?</li></ul>
<b>Regional</b>	<ul style="list-style-type: none"><li>• The London Ambitions Offer</li><li>• Ealing Preparing for Adulthood: Supported Employment Pathway</li></ul>
<b>Internal</b>	<ul style="list-style-type: none"><li>• Teaching and learning</li></ul>

	<ul style="list-style-type: none"> <li>• Assessment for Learning</li> <li>• PSHE Education</li> <li>• Equality</li> <li>• Safeguarding</li> <li>• SEND</li> </ul>
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### Understanding the terminology

<b>Careers education</b>	Is the delivery of learning about careers as part of the curriculum? Careers education is often closely related to work experience and other forms of work-related learning.
<b>Work-related learning</b>	Is the provision of opportunities to develop knowledge and understanding of work and to develop skills for employability through direct experiences of work?
<b>Careers information</b>	Is the provision of information and resources about courses, occupations and career paths.
<b>Careers advice</b>	Is more in-depth explanation of information and how to access and use information.
<b>Careers guidance</b>	or careers counselling is a deeper intervention in which an individual's skills, attributes and interests are explored in relation to their career options.

### Governing Body

The statutory duty requires governing bodies to ensure that all registered students at the school are provided with independent careers guidance from year 8 (12–13-year-olds) to aged 25 (with a current Learning Difficulty Assessment in place under section 139a of the Learning and Skills Act 2000). Our governing body is aware of its statutory duty to ensure that the independent careers guidance that is provided;

- Is presented in an impartial manner.
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Is guidance that the person giving it considers will promote the best interests of the students to whom it is given.
- Provides clear advice to the head teacher on which he/she can base a strategy for advice and guidance, which is appropriately resourced and meets the school's legal requirements.
- Is informed by the requirements and key principles for good careers guidance set out in the 'Statutory guidance for governing bodies, school leaders and school staff' government paper dated March 2015.
- Has a governor specifically responsible for CEIAG.
- Strategically look at destination data and outcomes of teaching and learning specific to CEIAG.
- Ensures supporting CPD for the designated governor and Careers Leader.

### Staffing Resources

The Work-Related Learning (WRL) Coordinator has operational responsibility for the Careers, Work Related Learning and Work Experience programme.

At Springhallow School Careers Leaders are **Zuza Nowak** ([zuza@springhallow.ealing.sch.uk](mailto:zuza@springhallow.ealing.sch.uk)) and **Katie Morley** ([katie.morley@springhallow.ealing.sch.uk](mailto:katie.morley@springhallow.ealing.sch.uk))

The Governor with responsibility for overseeing preparations for adulthood is **Ahmed Alsamarrai** ([aalsamarrai4.307@springhallow.ealing.sch.uk](mailto:aalsamarrai4.307@springhallow.ealing.sch.uk))

All staff contribute to CEIAG through their roles as subject teachers. Specialist sessions are delivered by relevant staff. The CEIAG programme is planned, monitored and evaluated by the Senior Leadership Team.

## Curriculum

The core curriculum is supported by a range of embedded activities which include:

- careers education sessions
- career guidance activities (group work and individual interviews)
- information and research activities
- work-related learning (including work experience)
- annual enterprise projects
- individual learning planning/portfolio activities.

Careers work is part of the school's PSHE programme, a series of curriculum sessions including those devoted to Careers and Work-Related Learning. Other events are provided on an annual basis. Work experience preparation and evaluation occur in opportunities such as PDT and curriculum sessions. Students are actively involved in the planning, delivery and evaluation of activities.

### 1. Careers Education

Class leads fully support students and discuss futures by delivering careers lessons which embed inspiration and aspiration, not just advice. This includes broadening students' horizons, challenging stereotypical thinking about the kind of careers which individuals might aspire. They use appropriate methods to do this which might include group, one-to-one teaching, coaching or mentoring methods. Raising the aspirations of our students is a key value we all hold at Springhallow School, ensuring the information we provide is current and relevant.

Teachers identify the interests, strengths and motivations of students and use these as a basis for planning support from an early age.

We plan a curriculum that has individual pathways running throughout, ensuring a range of interventions to provide CEIAG, building on knowledge taught at each stage. CEIAG can be delivered cross-curricular discretely throughout the academic year, which can be naturally occurring and planned for. We also plan within our curriculum work experience, enterprise activities, careers fairs, assemblies, work place visits and talks.

Some of the areas covered include;

Curriculum Vitae (CVs)	Covering Letters
Interviews techniques	Job searching
Making telephone calls for information and advice	Personal Hygiene and Attire

Volunteering	Work Experience
Using online tools and portals	Career Talks
Role expectations	Work related skills and knowledge
Open days/experiences	Presentation
Enterprise projects	

### **Partnerships**

An annual Service Level Agreement is negotiated between the school and Ealing Connexions, who provide independent Careers Advice and Guidance, which identifies the contributions to the programme that each will make.

Involvement with the Greater London Authority, ESFA and ESF-funded Ealing Specialist Cluster has enabled the school to develop partnerships with Business Education Events and Talentino who broker links with several employers to deliver a range of work-related learning.

The school continues to oversee (along with the four other Special Schools) the Ealing SEND Hub alongside BEE (Business Education Events) based at Post 16. The Ealing SEND Hub is a three-year project, funded by John Lyons Charity, to support and develop the school's curriculum and work-related learning offer.

### **Resources**

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. Sources of external funding are actively sought.

### **Staff Development**

The school will endeavour to meet training needs within a reasonable period of time. The Work-Related Learning Coordinator will attend local collaborative meetings and careers related conferences and training events to keep knowledge and understanding of opportunities and developments up to-date. Training needs for teachers and other staff will be monitored and managed by the Work-Related Learning Coordinator.

### **Monitoring, Review and Evaluation**

The Service Level Agreement with Ealing Connexions is reviewed annually. The CEIAG programme is reviewed annually by the WRL Coordinator and Senior Leadership Team. Reports are submitted to the senior leadership team and governors.

The overall effectiveness of the CEIAG programme will be assessed using the Gatsby Benchmarks and the results will be used to inform improvement priorities.

### **Work Experience**

Work experience enables some areas of the curriculum to come to life through students seeing relevance in workplace situations. For many students, it is an important way of comparing school life with that of the outside world and gaining greater exposure and interaction with adults. In some cases, it will be an important stepping stone to full-or part-time employment and can provide an important opportunity for a student to show an employer what he or she is capable of

Springhallow work experience programme seeks to assist the school in its joint aims of providing opportunities for all students to learn and achieve, and promoting students' spiritual, moral, social and

cultural development; preparing all students for the opportunities, responsibilities and experience of life. This is achieved by providing all students with the opportunity to learn about work, learn through work and learn for work.

### **Work Related Learning and Work Experience**

Each year we place our students aged 15-19 in various sectors including catering and hospitality, public services, retail, horticulture and administration.

Placements are one-to-two-week blocks or one day a week, giving students' invaluable first-hand experience of the world of work. Students benefit hugely from the opportunity to be more independent, gaining in confidence and developing their communication and interpersonal skills.

### **Community involvement and events**

Older students will be encouraged to participate in charity and community events to develop a range of skills, knowledge and experience which is transferrable to the world of work, including team work. We develop and expand a link to cross-curricular activities to allow these activities to flourish and for students to take away learning.

### **Work Experience in the local community**

Students who have developed their employability skills, undertake a real-life supported work experience placement or internship within the local community. We have had students placed in local charity shops, hotels, local garages, libraries and retail shops. This allows students to enhance the skills developed within the school environment and move students forward to becoming work ready; achieving paid employment and internships. Students are encouraged to reflect on their work experience and keep a learning log.

## **2. Careers Information**

### **National Careers Service (NCS)**

The NCS provides over-the-telephone and online careers services to 13–18-year-olds with information, advice and guidance on learning, training and work opportunities. The service offers confidential and impartial advice, supported by qualified careers advisers.

The NCS is working to improve its offer to SEND schools and colleges. They currently offer digital workshops free of charge, delivered to classes for up to 30 minutes on a range of topics. There are also a range of E-Teaching and Learning resources available to use. We encourage the students and parents that are able, to explore the websites information. Over the coming year we will explore participation in online workshops sessions with the NCS to provide additional resources and insight for our students.

### **Ealing Supported Employment Pathway: Preparing for Adulthood**

We are currently working with Ealing Council on the further development of the local SEND offer and a collaborative offer for 14-25+ Adult Transition Services.

### **External Partners**

We regularly invite employers and previous students (alumni) to school to speak with students about the world of work, college and opportunities available. We are committed to this practice as we find it is more meaningful and moves teaching and learning into the real-world context. We welcome other educational bodies to “access registered students during the relevant phase of their education for the purpose of informing them about approved technical education qualifications or apprenticeships” as outlined in the amendment to the Technical and Further Education Bill, where appropriate.

Employers may be able to;

- Volunteer and attend events
- Mentor and give students/staff advice
- Deliver business presentations or workshops
- Provide students with a taste of life at work
- Offer mock interviews

We aim for our students from year 7 to have at least one meaningful encounter with an employer every year. Using past experiences and existing involvement with the Ealing Specialist Careers Cluster we will endeavour to approach employers and businesses to engage with our work.

### **3. Careers Advice and Guidance**

#### **Independent and Impartial Careers Information, Advice and Guidance**

We are aware of our statutory duty to secure access to independent, impartial careers guidance for students, which is an entitlement for those in years 8 until students leave. We currently commission Ealing Connexions who provide a suitably qualified careers advisor and experienced at providing careers advice to students with special education needs and disabilities. We understand that it is crucial for young people to have high-quality and impartial information and guidance to get the most out of their learning, to enable successful progression from one stage to another and to inform the important choices that young people make for future career aspirations.

Parents, teachers and students can request a careers appointment at any time, when they think it would benefit transition, progression or pathway planning. The Careers Advisor will draw on the SEND local offer published by the London Borough of Ealing.

The service we buy in is external to the school ensuring impartiality, ensuring no bias or favouritism towards a particular education, training or profession. This is provided face-to-face and over the phone and includes all of the education, training and employment opportunities on offer, and signposted to programmes that will support students' transitions. This advice includes information regarding supported internships for young people with EHCPs, traineeships and apprenticeships and qualifications that will enable young people to continue their studies, where appropriate. We ensure that parents are part of this process to ensure a collaborative approach.

Where students have the ability to comprehend, students are made aware that good career choices require good understanding of STEM (Science, Technology, Engineering, and Mathematics) subjects. Students are also given advice and guidance from staff members that have known them for a long time, helping students to explore their options, holistically.

#### **Parent/Carer Involvement**

We work in partnership with parents/carers, care providers and other agencies to ensure that students are supported holistically in their onset development. We do this by the use of home-school books, newsletters, parents' evenings, coffee mornings, school website and events. We share course information, open days and careers fairs to help inform the decision-making process.

We send opportunities to parents/carers which will enrich, enhance and add to the curriculum offered, including open days, activities and events.

With the right support, young people with SEND can find paid work and be supported to live independently and participate in the community. We promote gender-neutral careers and request that parents/carers do the same. We encourage parents with personal budgets to use this to access activities that promote greater independence and to learn important life skills which are transferrable to the world of work. A young person's life inside and outside school needs to include opportunities that enhance their personal development and the chance to explore activities that extend their interests. We highlight these wider opportunities and encourage students to participate.

We initially start the discussions about life after school from year 8. During EHCP annual reviews, we invite Connections to participating in discussions about students' life after Springhallow School.

### **Raising the Participation Age (RPA)**

The law requires all young people in England to continue in education or training until at least their 18th birthday. RPA is not quite the same as the school leaving age as it doesn't mean young people have to stay on at school as young people have the option to choose alternative education and training routes. At the school leaving age, which is at the end of Year 11, students may choose to leave school and move onto different education and training routes. Here are some of the options for young people that are defined as suitable 'education and training' routes;

- Study full-time at school, college or with a training provider and complete academic or technical education and training.
- Full-time employment or volunteering (full-time is counted as more than 20 hours a week) but it must be combined with part-time study or training.
- A full-time apprenticeship or traineeship.
- A full-time supported internship.

### **Destination Data, Recording and Measures**

At Springhallow School we take our statutory duties seriously and record our success data and destination data accurately. We understand our duty to inform the local authority whenever a student under the age of 18 leaves education before completion, at the earliest opportunity. Data regarding outcomes for our students is published on our school website on an annual basis and provided to the Department of Education and the Local Authority. We use the data received from the local authority to support students that become NEET.

**Privacy notice:** *Parents, carers or students can opt out from having their personal details shared by contacting the Careers Leader.*

### **Quality in Careers Standards**



We are committed to continued improvements and quality assurance at Springhallow School and to our Careers Strategy. We aim to carry out a self-review and evaluation of the school's programmes and gain national validation known as the Quality in Careers Standards, as recommended by the Government. We will also annually ensure that our Careers Strategy is working towards meeting all of the Gatsby Benchmarks using the Compass online self-assessment tool

### **Outcomes for students**

Our strategy aims to ensure that young people can benefit from direct, motivating and exciting experience of the world of work to inform decisions about future education and training options. By helping students to shape clear and ambitious goals learners can work towards, we can help learners prepare for adult life.

### **Monitoring and review**

This strategy has been reviewed by the governing body and will be reviewed every two years or in the light of new guidance from the Department for Education or Local Authority.

We welcome feedback from staff, students, parents and those wishing to comment on our Careers Strategy. Please contact our CEIAG Co-ordinators, Zuza Nowak (Secondary department) or Katie Morley (Post 16).

### **Related Policy documents:**

- Teaching and Learning Policy
- Curriculum Policy