

Victoria School Future Options/ Careers Advice and Guidance Policy (academic year 2021-2022)

This Future Options/Careers Advice and Guidance Policy (2021-2022) outlines a holistic, young person centred approach to CEIAG (Careers, Education, Information, Advice and Guidance) by recognising that our students are unique individuals, with a wide range of abilities and disabilities. This document acknowledges that during transition to adulthood, students will experience different journeys to each other, and all will be supported to become as fully prepared as possible for transition from Victoria School.

Future Options/Careers Education is delivered at Victoria School under the following duties and recommendations:

1. **Section 42A of the Education Act 1997** requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds). [At Victoria school we offer advice and guidance up to year 14 (19 year olds)].

- The governing body must ensure that the independent careers guidance provided:

- is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- includes information on the range of education or training options, including apprenticeships and technical education routes;
- is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

2. **The Technical and Further Education Act 2017**- section 42B of the Education Act 1997 came into force on 2 January 2018. This new law requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 [plus year 14 at Victoria School] for the purpose of informing them about approved technical education qualifications or apprenticeships:

All pupils in years 8-13 [plus year 14] are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships wherever appropriate,

through options events, assemblies and group discussions and taster events;

- To understand how to make applications for the full range of academic and technical courses, wherever appropriate.

3. Ofsted Inspection Handbook (April 2021)

'how well pupils with SEND are prepared for their next steps in education, employment and training, and their adult lives, including: further/higher education and employment, independent living, participating in society and being as healthy as possible in adult life' [pg 73]- and linked to the SEND Code of Practice (2015): www.gov.uk/government/publications/send-code-of-practice-0-to-25, and the Preparing for Adulthood standards: www.preparingforadulthood.org.uk

4. Gatsby Benchmarks

Following the 2017 UK Government's Career Strategy, the school is fully committed to using the **Gatsby Charitable Foundations Benchmarks** (and toolkit) to continue to deliver and develop a professional Future Options/ Careers Information, Advice and Guidance service for all pupils from school years 8-14:

The **8 Gatsby Benchmarks** are:

- 1. A stable careers programme.** Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
- 2. Learning from career and labour market information.** Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
- 3. Addressing the needs of each student.** Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
- 4. Linking curriculum learning to careers.** All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths. [STEM: Science, Technology, Engineering, Maths].
- 5. Encounters with employers and employees.** Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
- 6. Experiences of workplaces.** Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

7. Encounters with further and higher education. All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

8. Personal guidance. Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school external, provided they are trained to an appropriate level). These should be available whenever significant study or career choices are being made.

5. In fulfilling our duties under the **Equality Act 2010**, we will promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children and young adults with protected characteristics.

Therefore CEIAG is offered in two ways in order to identify and meet individual needs: via a **Future Options Advice & Guidance** route, or **Careers Advice & Guidance** route. This document outlines how this will happen in Victoria School during 2021-22.

Future Options Advice & Guidance is available for students (and their families/carers) who benefit from information on non-work routes into adulthood, e.g. adult opportunities delivered by Social Services or individualised adult activity programmes. When it is deemed safe, it is possible to observe students in classrooms, however information will be gained from teaching and support staff to allow a deeper understanding of student strengths, likes, dislikes and needs- if needed. Parents/carers are also invited to have a telephone, Zoom or face-to-face interview to discuss individual student needs, potential future options to explore, and for the discussion of any issues or concerns before the Annual/Transitional Review.

Support and advice is also available on how to approach services for funding, as well as how to access benefits information, which may allow a wider range of future opportunities. Additionally, a holistic approach also offers room to sign post to other services which may be required e.g. Adult Social Care, Housing and Personal Assistants.

Careers Advice & Guidance is for students who benefit from preparation for future work, training or educational routes e.g. educational courses, Supported Employment, Traineeships, Internships, Apprenticeships, job hunting etc. Before each Annual/Transitional Review, students (and their parents/carers) are invited to an interview to look at what transition means to them individually. This allows opportunity to explore ideas they may have for their future, for example, a specific job, volunteering, or supported employment/internship.

The careers services are strengths focused so students can explore and develop the skills and talents required for realistic future work and training ambitions, whilst being mindful of their limitations.

Services may include an introduction to the school careers LMI (Labour Market Information) tool - JED (Job Explorer Database)- which is found on each student computer desktop; the Dorset; Bournemouth, Christchurch & Poole 'Local Offers' websites, and National Careers Service website, for example, to support this process. The aim of this work is to ensure that students can continue to develop the skills needed to be work ready, and then go on to become as independent as possible to attain successful employment in the future (according to their particular needs). As a result students are encouraged to access training sessions to learn to how to use the careers tools independently, along with work related skills e.g. C.V writing, job/college applications practice, and interview skills –where appropriate (to reinforce skills learned in Employability lessons and Work Related Learning lessons).

Within individual careers interviews, learners are encouraged to identify and take responsibility for their behaviours, beliefs and personal development needs, to ensure that they are accountable for their choices and decisions. However, all important life choice decisions are made by the student within their families/caring team, with advice and guidance from the Careers Adviser.

Impartial advice and guidance is also available via telephone, Zoom and email. The Future Options/Careers Adviser Sue Thorns can be contacted on: SThorns@victoria.poole.sch.uk . Future Options/Careers Advice meetings can be supported with written notes of what was discussed, to support the transition process. Any information discussed in interviews is confidential, unless there are concerns of safeguarding, and then the schools Safeguarding Policy (CPOMS) is followed. However, students (dependent upon capacity) and/or families and carers can consent to share information within school and with other named agencies or individuals. All correspondence containing personal data is stored anonymously or on the secure school computer system, and permission gained to share personal data or information.

A Future Options/Careers Information Pack and transition sheets are also available in electronic formats, for students to access independently at school, via the school website.

<http://www.victoria.poole.sch.uk/school-college-community/transition-planning-leaver-destinations/>

Delivery of CEIAG in school happens formerly within the National Curriculum via Work Related Learning (WRL) and Employability lessons, and informally via LEAP (Learning Enrichment Activity Programme), Creative Arts Week, and Sports

Week for example. Subsequently students can learn from a wide range of activities delivered from external organisations and their employees, along with opportunities for role-modelling, from disabled adults e.g. ex-students who come in to school to share their experiences and skills, and disabled staff and business colleagues.

The 'careers process' is supported from Early Years education onwards, by enabling students to develop effective communication and decision making skills throughout their school time. Within Key Stages 2 and 3 the focus is on the development of student self-awareness and communication skills, to enable students to begin to understand likes, dislikes, strengths, how to express themselves, along with the identification of areas for development. These skills, along with the development of independence skills and curriculum targets, continue into Middle School (Key Stages 3- 4) where classes run their own enterprise activities e.g. bake sales, making and selling crafts (usually raising money for local and international projects) and then on in to Post 16- where students are supported by the Occupational Therapy team to run a café. Additionally, the student led Eco Committee and School Council offer many opportunities for enterprise initiatives, learning work related skills, and effective communication and confidence building.

The new Work Experience programme is being rolled out to support the development of student employment skills, learned during enterprise activities, WRL and Employability lessons, and fulfils the Gatsby (Bench Mark 6) requirements. These placements enable students to start to think and develop ideas around transition options and possible future career and employment ideas (where appropriate), and any individual targets could be put in place to support these. Work Experience also incorporates and encourages appropriate vocational learning and communication skills, and reinforces independent adult living skills e.g. independent travel training (where appropriate), time-management skills, reliability and responsibility. The CEIAG programme is reinforced through Post 16 student involvement, as where appropriate, students are involved in developing their own Preparing for Adulthood termly targets, in skill areas such as: Employment/Continuing Education, Social Development, and Participation in the wider community, for example (where appropriate), with a view of ensuring appropriate vocational, educational or volunteering outcomes.

The Future Options/Careers Guidance is delivered by a qualified and experienced SEND Careers Adviser –Sue Thorns (who holds the OCR Level 6 Diploma in Careers Guidance and Development & BSc Hons in Social Work), and is knowledgeable on a wide range of disabilities and additional needs (e.g. Cerebral Palsy, DMD, Autism, Learning Difficulties and Disabilities, and behavioural issues). She also works in partnership with a wide range of other people e.g. Careers Leader, Preparing for Adulthood Lead, School Therapists, Teaching staff, and other external professionals e.g. Local Authority (SEND teams), Social

Workers; local SEND Schools staff (Linwood and Beaucroft); local College staff (Bournemouth & Poole College, Weymouth College, and Brockenhurst College); and Specialist College staff (e.g. The Sheiling College, Treloars and National Star Colleges); local businesses; Continuing Care Health workers; Health professionals; etc to ensure relevant local Labour Market Information (LMI) is available.

In order to continually improve the service, feed-back is sought from students/families following interviews, CPD occurs monthly with the Careers Leader (part of the Senior Leadership Team-SLT), and termly 'Compass' Audits (Careers & Enterprise Company careers audit tool)– measures the schools careers service against the 8 Gatsby Benchmarks (monitored by the BCP Senior Enterprise Co-ordinator -Catherine Beater).

Other documents that support the delivery of the Future Options/Careers service are:

- Framework for careers, employability and enterprise education (Sept 2020) (CDI-Career Development Institute) 2nd Ed.
- Good Career Guidance-Perspectives from the Special Educational Needs and Disabilities Sector (Gatsby/The Careers Enterprise Company/Disability Rights UK) (2019)
- Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (2018) (Gov.uk)
- The SEND GATSBY Benchmark Toolkit: Practical information and guidance for the Enterprise Adviser Network (2018) (The Careers & Enterprise Company)
- The Technical and Further Education Act (2017) (Gov.uk)
- Careers strategy: making the most of everyone's skills and talents (2017) (Gov.uk)
- Equality Act (2010) (Gov.uk)
- Education Act (1997) (Gov.uk)

Created by Sue Thorns -May 2021

Due for renewal September 2022.