

Wren Spinney Special School

Careers Education Information, Advice & Guidance Policy



Last reviewed on: January 2020

Next review due by: January 2021

Introduction

The Careers Education Information, Advice and Guidance Policy at Wren Spinney School has been developed to incorporate the aims of the school and recent initiatives in careers education. The planned programme of study helps our students to understand their interests and strengths in relation to the world of work and lifelong education. Students also learn about different careers and opportunities for training, apprenticeships and volunteering.

Statutory requirements and recommendations

The careers provision at Wren Spinney School is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997. This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

- be impartial
- include information on a range of pathways, including apprenticeships
- **be adapted to the needs of the pupil**

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document, under Provider Access Policy on our website.

Intent

The focus of Careers Education and Guidance is raising aspirations and equipping students with knowledge and understanding, skills and attitudes as a foundation for lifelong learning, if appropriate. Students who are able to access meaningful employment will have opportunities embedded within the CEIAG programme to gain lifelong learning skills and will be supported to manage their future pathway. If appropriate individual students have access to specialist support services for future opportunities.

Implementation

Objectives

Student entitlements

- Access to specialist careers adviser for support
- Access to a careers education programme to; Promote employability skills, self-awareness of skills and interests; Explore options, An understanding of education, training and employment routes
- Opportunities to go out on work experience, gain voluntary work, day trips to colleges, industry trips and employer talks within school,

Student outcome

Where appropriate, students will be able to:

- Try out different work opportunities
- Be encouraged to assess personal strengths
- Experience a range of options
- Access support to support transition
- Develop the skills employers look for - resilience, team work, problem solving
- Access to impartial information on options Post 16 and Post 18 and beyond

Impact

Student progression, where appropriate:

- With support, make an action plans for the future
- Feel better about managing their transitions, using coping strategies
- Know how to look for opportunities and who to ask for assistance if support is required
- Be able to complete application forms if they are needed

Student's progression will be monitored in their 6th form personal pathway booklet. This will record the following activities/interactions:

- Careers Lessons/ world of work lessons
- In school career talks by employers
- Work experience
- Voluntary work
- Enterprise activities
- Part time work
- Industry/Career visit
- College visit
- Guidance offered

Links with other Policies

This policy is underpinned by the school's policies for Provider Access Policy, Curriculum Policy, Teaching and Learning Policy.

Roles & Responsibilities

The careers lead (Headteacher) manages the education programme. The school works closely with the local offer which can be viewed on our website.

Curriculum and Work Experience

All students follow the Equals Scheme based on lifelong learning, world of work and PFa standards. **If appropriate** the students are given the opportunity to go on work experience, provided internally or externally. The practice of work experience is planned and monitored by the Headteacher. It is designed in such a way to take full account of the needs of the students and to give students an insight into the world of work. The work experience coordinator visits all students and reports back to relevant staff. Employers also evaluate the process and feedback to the work experience coordinator and students.

Other focused events include whole school and class enterprise activities, attendance at markets, trade events (e.g. Young Enterprise) and careers fairs.

Work Experience preparation and follow-up (including health and safety) responsibility takes place in tutor groups, careers sessions and other appropriate parts of the curriculum.

Monitoring, Review and Evaluation

An important part of the CEIAG programme is evaluation. It is mainly through evaluation that this policy will develop whilst keeping abreast of national changes to CEIAG Evaluations take place after career-related events so we can assess whether or not career outcomes have been met. Students access to careers related activities are tracked electronically and are regularly monitored. Assessment takes place through verbal feedback/assessment observation, written evaluations and student and employer feedback. The process of regularly completing and monitoring the Gatsby Benchmark Compass Tool has given us the opportunity to review and evaluate the whole CEIAG programme

Resources

Funding for careers education is allocated in the annual budget in the context of whole school priorities.

Staff Development

Staff training needs are identified yearly. Funding will come from the CPD budget.

Parents/Carers

Parents play an integral part in students' understanding of career choices and are encouraged to attend a range of career events including parents' evenings, transition planning, work experience and EHC Plan review.

This policy will be reviewed annually