

RED ROSE SCHOOL – CAREERS EDUCATION AND GUIDANCE POLICY

Updated: November 2015

Section 5

5

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Careers guidance and inspiration in schools Statutory guidance for governing bodies, school leaders and school staff March 2015 (See Annex A)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY CODE OF PRACTICE: 0 to 25 years: January 2015

Planning the transition into post-16 education and training

Young people entering post-16 education and training should be accessing provision which supports them to build on their achievements at school and which helps them progress towards adulthood. Young people with EHC plans are likely to need more tailored post-16 pathways.

As children approach the transition point, schools and colleges should help children and their families with more detailed planning. For example, in Year 9, they should aim to help children explore their aspirations and how different post-16 education options can help them meet them. In Year 10 they should aim to support the child and their family to explore more specific courses or places to study (for example, through taster days and visits) so they can draw up provisional plans. In Year 11 they should aim to support the child and their family to firm up their plans for their post-16 options and familiarise themselves with the expected new setting. This should include contingency planning and the child and their family should know what to do if plans change (because of exam results for example).

It is important that information about previous SEN provision is shared with the further education or training provider. Schools should share information before the young person takes up their place, preferably in the spring term prior to the new course, so that the provider can develop a suitable study programme and prepare appropriate support. Where a change in education setting is planned, in the period leading up to that transition schools should work with children and young people and their families, and the new college or school, to ensure that

their new setting has a good understanding of what the young person's aspirations are and how they would like to be supported. This will enable the new setting to plan support around the individual. Some children and young people will want a fresh start when leaving school to attend college and any sharing of information about their SEN should be sensitive to their concerns and done with their agreement.

Schools and colleges should work in partnership to provide opportunities such as taster courses, link programmes and mentoring which enable young people with SEN to familiarise themselves with the college environment and gain some experience of college life and study. This can include, for example, visits and taster days so that young people can become familiar with the size of the college, and how their studies will be structured, including how many days a week their programme covers. These will enable them to make more informed choices, and help them make a good transition into college life. Schools and colleges should agree a 'tell us once' approach so that families and young people do not have to repeat the same information unnecessarily.

For children and young people with EHC plans, discussions about post-16 options will be part of the preparing for adulthood focus of ECH plan reviews, which must be included as part of the review from Year 9 (age 13-14). The local authority must ensure these reviews take place, and schools and colleges must co-operate with the local authority in these reviews. If it is clear that a young person wants to attend a different school (sixth form) or a college, then that school or college must cooperate, so that it can help to shape the EHC plan, help to define the outcomes for that young person and start developing a post-16 study programme tailored to their needs.

Where SEN has been identified at school, colleges should use any information they have from the school about the young person. In some cases, SEN may have been identified at school, and information passed to the college in advance, and colleges should use this information, and seek clarification and further advice when needed from the school (or other agencies where relevant), to ensure they are ready to meet the needs of the student and that the student is ready for the move to college.

Careers advice for children and young people

Maintained schools and pupil referral units (PRUs) have a statutory duty under section 42A of the Education Act 1997 to ensure pupils from Year 8 until Year 13 are provided with independent careers guidance.

Schools and colleges should raise the career aspirations of their SEN students and broaden their employment horizons. They should use a wide range of imaginative approaches, such as taster opportunities, work experience, mentoring, exploring entrepreneurial options, role models and inspiring speakers.

Local authorities have a strategic leadership role in fulfilling their duties concerning the participation of young people in education and training. They should work with schools, colleges and other post-16 providers, as well as other agencies, to support young people to participate in education or training and to identify those in need of targeted support to help them make positive and well-informed choices. Statutory guidance for local authorities on the participation of young people in education, employment and training is available from the GOV.UK website.

High quality study programmes for students with SEN

All students aged 16 to 19 (and, where they will have an EHC plan, up to the age of 25) should follow a coherent study programme which provides stretch and progression and enables them to achieve the best possible outcomes in adult life. Schools and colleges are expected to design study programmes which enable students to progress to a higher level of study than their prior attainment, take rigorous, substantial qualifications, study English and maths, participate in meaningful work experience and non-qualification activity. They should not be repeating learning they have already completed successfully. For students who are not taking qualifications, their study programme should focus on high quality work experience, and on non-qualification activity which prepares them well for employment, independent living, being healthy adults and participating in society.

Pathways to employment

All young people should be helped to develop the skills and experience, and achieve the qualifications they need, to succeed in their careers. The vast majority of young people with SEN are capable of sustainable paid employment with the right preparation and support. All professionals working with them should share that presumption. Colleges that offer courses which are designed to provide pathways to employment should have a clear focus on preparing students with SEN for work. This includes identifying the skills that employers value, and helping young people to develop them.

One of the most effective ways to prepare young people with SEN for employment is to arrange work-based learning that enables them to have first-hand experience of work, such as:

- **Apprenticeships:** These are paid jobs that incorporate training, leading to nationally recognised qualifications. Apprentices earn as they learn and gain practical skills in the workplace. Many lead to highly skilled careers. Young people with EHC plans can retain their plan when on an apprenticeship.
- **Traineeships:** These are education and training programmes with work experience, focused on giving young people the skills and experience they need to help them compete for an apprenticeship or other jobs.

Traineeships last a maximum of six months and include core components of work preparation training, English and maths (unless GCSE A*-C standard has already been achieved) and a high quality work experience placement. They are currently open to young people aged 16 to 24, including those with EHC plans. Young people with EHC plans can retain their plan when undertaking a traineeship.

- Supported internships: These are structured study programmes for young people with an EHC plan, based primarily at an employer. Internships normally last for a year and include extended unpaid work placements of at least six months. Wherever possible, they support the young person to move into paid employment at the end of the programme. Students complete a personalised study programme which includes the chance to study for relevant substantial qualifications, if suitable, and English and maths to an appropriate level. Young people with EHC plans will retain their plan when undertaking a supported internship.

When considering a work placement as part of a study programme, such as a supported internship, schools or colleges should match students carefully with the available placements. A thorough understanding of the student's potential, abilities, interests and areas they want to develop should inform honest conversations with potential employers. This is more likely to result in a positive experience for the student and the employer.

Schools and colleges should consider funding from Access to Work, available from the Department for Work and Pensions, as a potential source of practical support for people with disabilities or health (including mental health) conditions on entering work and apprenticeships, as well as the in-work elements of traineeships or supported internships.

In preparing young people for employment, local authorities, schools and colleges should be aware of the different employment options for disabled adults. This should include 'job-carving' – tailoring a job so it is suitable for a particular worker and their skills. This approach not only generates employment opportunities for young people with SEN, but can lead to improved productivity in the employer organisation.

Help to support young people with SEN into work is available from supported employment services. These can provide expert, individualised support to secure sustainable, paid work. This includes support in matching students to suitable work placements, searching for a suitable job and providing training (for example, from job coaches) in the workplace when a job has been secured. Local authorities should include supported employment services in their Local Offer

Education and training should include help for students who need it to develop skills which will prepare them for work, such as communication and social skills, using assistive technology, and independent travel training. It can also include

support for students who may want to be self-employed, such as setting up a micro-enterprise.

It helps young people to know what support they may receive from adult services, when considering employment options. Where a young person may need support from adult services, local authorities should consider undertaking a transition assessment to aid discussions around pathways to employment .

Transition to higher education

Securing a place in higher education is a positive outcome for many young people with SEN. Where a young person has this ambition, the right level of provision and support should be provided to help them to achieve that goal, wherever possible.

The local authority must make young people aware through their local offer of the support available to them in higher education and how to claim it, including the Disabled Students Allowance (DSA). DSAs are available to help students in higher education with the extra costs they may incur on their course because of a disability. This can include an ongoing health condition, mental health condition or specific learning difficulty such as dyslexia. Students need to make an application to Student Finance England (for students domiciled in England), providing accompanying medical evidence. Applications for DSA can be made as soon as the student finance application service opens. This varies from year to year, but is generally at least six months before the start of the academic year in which a young person is expecting to take up a place in higher education. Local authorities should encourage young people to make an early claim for DSA so that support is in place when their course begins. Where a young person with an EHC plan makes a claim for DSA, the local authority must pass a copy of their plan to the relevant DSA assessor, to support and inform the application as soon as possible, where they are asked to do so by the young person. This should include relevant supporting diagnostic and medical information and assessments where the young person agrees.

Local authorities should plan a smooth transition to the higher education (and, where applicable, to the new local authority area) before ceasing to maintain a young person's EHC plan. Once the young person's place has been confirmed at a higher education institution, the local authority must pass a copy of their EHC plan to the relevant person in that institution at the earliest opportunity, where they are asked to do so by the young person.

The local authority should also plan how social care support will be maintained, where the young person continues to require it, and whether this will continue to be provided by the home local authority or by the authority in the area they are moving to. This should include consideration of how the student will be supported

if they have a dual location, for example, if they live close to the higher education institution during term time and at home during vacations.

For most young people, their home local authority will continue to provide their care and support but this will depend on the circumstances of their case. The Ordinary Residence guidance published by the Department of Health provides a number of examples to help local authorities in making these decisions. The guidance is available on the GOV.UK website. Under the Care Act 2014, young people have the right to request transition assessments for adult care that will enable them to see whether they are likely to have eligible needs that will be met by adult services once they turn 18. Local authorities should use these assessments to help plan for support that will be provided by the local authority while a young person is in higher education.

RED ROSE SCHOOL CAREERS EDUCATION

Careers education at Red Rose is designed to help students develop knowledge of themselves and their future roles, as well as an awareness of the opportunities in education, training and employment beyond compulsory schooling. It also teaches the skills necessary to obtain and interpret information and encourages pupils to be ambitious but realistic about their personal capabilities and hopes for the future. It is essential that they understand the changing nature of careers and appreciate the need for lifelong learning in the work place. Careers guidance is the means by which students are helped to apply the knowledge gained from careers education, in order that they may make informed and appropriate decisions about future options.

SEND STATUTORY PROCEDURES

The school follows the SEND Statutory careers process including careers planning under the review and transition procedures.

STAFF:

- You are one of the most important sources of information for young people in preventing them from feeling that they cannot achieve or go to college.
- You can help young people to make informed choices by raising aspirations, particularly amongst pupils living in communities with high levels of workless households who may struggle to find positive role models. This will include arranging taster sessions and visits to college and other training providers
- Making sure that you have up-to-date information on the full range of academic and vocational options offered in the area so that you can advise young people accordingly.
- Having a good relationship with the Young Peoples Service (YPS).

- The importance of involving parents early, so that they understand the options available for their child, challenging their preconceptions or expectations where appropriate.
- All 16 year olds are entitled to an offer of a suitable place in education or training

There is a Careers Room on the first floor of the school and a general careers area on the second floor.

The Careers Teacher is responsible for the Careers guidance in the school.

**CAREERS GUIDANCE AND INSPIRATION IN SCHOOLS STATUTORY
GUIDANCE FOR GOVERNING BODIES, SCHOOL LEADERS AND SCHOOL
STAFF, March 2015**

Key Points

Every child should leave school prepared for life in modern Britain. This means ensuring academic rigour supported by excellent teaching, and developing in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment. High quality, independent careers guidance is also crucial in helping pupils emerge from school more fully rounded and ready for the world of work. Young people want and need to be well-informed when making subject and career decisions.

Careers guidance in schools has long been criticised as being inadequate and patchy. Ofsted reported in 2013 that “only one in five schools were effective in ensuring that all students were receiving the level of information they needed”. Young people who are uncertain or unrealistic about career ambitions are three times more likely to spend significant periods of time not in education, employment or training (NEET). Providing improved careers services will ensure that young people can select educational routes (and then begin their working life in a job) that are suitable for them. This will help young people to develop skills employers want to match the needs of our economy.

The duty on schools, to secure independent careers guidance for all year 8-13 pupils, is intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential. Schools should help every pupil develop high aspirations and consider a broad and ambitious range of careers. Inspiring every pupil through more real-life contacts with the world of work can help them understand where different choices can take them in the future.

Schools should have a strategy for the careers guidance they provide to young people. The strategy should be embedded within a clear framework linked to outcomes for pupils. This should reflect the school’s ethos and meet the needs of all pupils.

Schools should consider the following principles for good practice when developing their strategy:

- Provide access to a range of activities that inspire young people, including employer talks, careers fairs, motivational speakers, colleges and university visits, coaches and mentors. High quality mentoring can be an important part of delivering against the duty as it develops the character and confidence needed to build a successful career.
- Build strong links with employers who can help to boost young people's attitudes and employability skills, inform pupils about the range of roles and opportunities available and help them understand how to make this a reality.
- Offer high quality work experience that properly reflects individuals' studies and strengths, and supports the academic curriculum.
- Widen access to advice on options available post-16, for example, apprenticeships, entrepreneurialism or other vocational routes alongside the more traditional A levels and university route. This should also include giving other post-16 providers opportunities to engage with pupils on school premises.
- Provide face-to-face advice and guidance to build confidence and motivation. This should include consideration of the role that careers professionals can play in supporting pupils as one element of a varied careers programme.
- Work with local authorities to identify vulnerable young people, including those with special educational needs and those at risk of not participating post-16, and the services that are available to support them.
- Provide information to students about the financial support that may be available to help them stay in education post-16.
- Work with Jobcentre Plus to develop a smoother pathway between education and work.
- Consciously work to prevent all forms of stereotyping in the advice and guidance they provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

Online tools can offer imaginative and engaging ways to encourage young people to think about the opportunities available to them. However schools should note that website access is not sufficient in itself to meet the statutory duty.

Schools can retain in-house arrangements for providing advice and guidance to pupils, but these in themselves are insufficient to meet the duty. In-house support for pupils must be combined with advice and guidance from independent and external sources to meet the school's legal requirements.

Ofsted has been giving careers guidance a higher priority in school inspections since September 2013, taking into account how well the school delivers advice and guidance to all pupils in judging its leadership and management.

Schools can measure the effectiveness of their careers and inspiration activity by considering both the attainment and the destinations of their pupils. Success will be reflected in higher numbers progressing to apprenticeships, universities – including selective universities, traineeships, and other positive destinations such as employment or a further education college. This will help to close the gap in destinations between young people from disadvantaged backgrounds and others.

Schools can use destination measures data, published by the Department for Education, to assess how successfully their pupils make the transition into the next stage of education or training, or into employment.

Statutory Duty

The statutory duty 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).

The governing body must ensure that the independent careers guidance 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 pupils to whom it is given.

Responsibilities of Schools

Good careers guidance is distinctive to the needs of individual pupils so the school's overall strategy should be shaped accordingly. Schools are expected to work in partnership with local employers and other education and training providers like colleges, universities and apprenticeship providers. This will 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.

In particular schools should make clear to pupils that if they do not achieve a grade C or better in GCSE maths or English by the end of key stage 4 they will be required to carry on studying these – at school, college or as an apprentice – as no institution will receive public funding to teach them up to the age of 19 unless they continue to work towards achieving Level 2 in maths and English. This is because of the vital importance and powerful labour market value of a good GCSE in maths and English.

Schools should also ensure that, as early as possible, pupils understand that a wide range of career choices require good knowledge of maths and the sciences. Schools should ensure that pupils are exposed to a diverse selection of professionals from varying occupations which require STEM subjects, and emphasise in particular the opportunities created for girls and boys who choose science subjects at school and college. Schools should be aware of the need to do this for girls, in particular, who are statistically much more likely than boys to risk limiting their careers by dropping STEM subjects at an early age.

Schools should offer pupils the opportunity to develop entrepreneurial skills for self employment – and make it clear to them that working for themselves is a viable option (in fact it will be necessary for many). Pupils should receive the advice and support necessary to build and develop their own jobs, and have a clear understanding of potential barriers – whether real or perceived.

Schools should ensure that high attaining pupils are supported to make an informed choice about whether to aim for university, including the very best universities and courses, or an apprenticeship as an equally high calibre and demanding route into employment and higher education. Universities in the UK take students from all backgrounds and locations, based on their ability and potential. Apprenticeships, including higher level apprenticeships, are available in a wide range of industries and locations across the UK.

Schools should ensure that all students are aware of out of school opportunities that could help them with their career aspirations, such as the National Citizen Service and other voluntary and community activities.

Inspiring young people

Modern careers guidance is as much about inspiration and aspiration as it is about advice. Sustained and varied contacts with employer networks, FE colleges, higher education institutions, mentors, coaches, alumni or other high achieving individuals can motivate pupils to think beyond their immediate experiences, encouraging them to consider a broader and more ambitious range of future education and career options.

Schools should create a learning environment which allows and encourages pupils to tackle real life challenges which require them to manage risk and to develop their decision making, team building and problem solving skills. Schools should have high expectations of all pupils. Facilitating access to a range of inspirational role models can instil resilience, goal setting, hard work and social confidence in pupils, encouraging them to overcome barriers to success. This approach can particularly benefit pupils from disadvantaged backgrounds who

may get less support from family and social networks. Work experience plays an important role for post-16 pupils.

More contact with real employers, enthusiastic and passionate about their own careers, not only inspires pupils but also challenges pre-conceived ideas about jobs. Having the opportunity to talk to people in those jobs and visit workplaces helps to build knowledge and understanding of the full range of careers available in a particular sector. This can help to broaden horizons, challenging stereotypical thinking about the kind of careers to which individuals might aspire.

Building strong connections with employers

Every school should engage fully with their local employer and professional community to ensure real-world connections with employers lie at the heart of the careers strategy. Different interventions will work for different schools and pupils, but it could mean in practice:

- Mentoring and coaching
- Speakers from the world of work in schools
- An insight from Jobcentre Plus, or the National Careers Service into the labour market and the needs of employers
- Workplace visits and work experience placements
- Work 'taster' events such as games and competitions
- Careers fairs and career networking events
- Access to open days at further and higher education institutions
- Access to creative online resources and labour market intelligence
- Help with basic career management skills like CV writing, CV building, job searches and job interviews.

Helping pupils to access information on the full range of education and training options and engage with other local learning providers

Schools must secure independent guidance that includes information on the full range of education and training options, including apprenticeships and vocational pathways. This should help inform a pupil's decision about their 16-19 study programme and beyond. Guidance should encompass good, appropriate local further education, apprenticeships, and vocational education opportunities and pupils should individually make their own choice about what is the best next step for them.

Information sharing

All schools must provide relevant information about all pupils to local authority support services. This includes:

- i) basic information such as the pupil's name, address and date of birth.
- ii) other information that the local authority needs in order to support the young person to participate in education or training and to track their

progress. This may include for example: young people's contact details, information to help identify those at risk of becoming not in education, employment or training (NEET) post-16, young people's post-16 and post-18 plans and the offers they receive of places in post-16 or higher education. However, schools must ensure that they do not provide this additional information if a pupil aged 16 or over, or the parent of a pupil aged under 16, has instructed them not to share information of this kind with the local authority. The school's privacy notice is the normal means of offering young people and their parents the opportunity to ask for personal information not to be shared.

Schools must also notify local authorities whenever a 16 or 17 year old leaves an education or training programme before completion¹⁵. This notification must be made at the earliest possible opportunity to enable the local authority to support the young person to find an alternative place.

Ensuring adequate support for pupils with special educational needs or disabilities

The overwhelming majority of young people with special educational needs (SEN) and disabilities are capable of sustainable paid employment, with the right preparation and support. All professionals working with them should share that presumption, and should help young people to develop the skills and experience, and achieve the qualifications they need, to succeed in their careers. Independent and impartial advice for young people with SEN and disabilities should include all of the education, training and employment opportunities on offer, and signpost them onto study programmes that will support their transition into paid employment. This includes supported internships for young people with Education, Health and Care (EHC) plans, traineeships and apprenticeships; and qualifications that will enable young people to study in higher education, where appropriate.

When a child is very young, or SEN is first identified, families need to know that the great majority of children and young people with SEN or disabilities, with the right support, can find paid work, be supported to live independently, and participate in the community. Schools should seek to understand the interests, strengths and motivations of children and young people and use this as a basis for planning support around them from an early age.

Schools should seek partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve. For children with Education, Health and Care plans, Personal Budgets can be used to help children and young people with SEN to access activities that promote greater independence and learn important life skills.

For teenagers, preparation for adult life needs to be a more explicit element of their planning and support. Where a student has an EHC plan or a 'Statement', all reviews of that Plan or Statement from year 9 at the latest, and onwards, must include a focus on preparing for adulthood, including employment, independent living and participation in society. All schools should consider how to link employers with young people from year 9 onwards, as a critical part of helping young people with SEN raise their aspirations and develop their own career plans.

Schools should make use of the local offer published by the local authority which must set out details of SEN provisions in their area - including the full range of post-16 options. Schools must co-operate with local authorities, who have an important role to play, in particular through the provision of SEN support services and EHC plans. Statutory guidance on the SEN duties is provided in the new 0-25 Special Educational Needs Code of Practice.

Evaluation and monitoring of advice and guidance

Quality assurance and feedback

In developing careers provision for pupils, there are currently three aspects of quality assurance that schools should take into consideration:

- The quality of the school careers programme. The Government recommends that all schools should work towards a quality award for careers education, information, advice and guidance as an effective means of carrying out a self-review and evaluation of the school's programme. The national validation, the Quality in Careers Standard, will assist schools to determine an appropriate quality award to pursue.
- The quality of independent careers providers.
- The quality of careers professionals working with the school.