

RED ROSE SCHOOL – CAREERS EDUCATION AND GUIDANCE POLICY

Updated: November 2019

Section 5

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Oversight of Careers Guidance: Mrs Gill Makinson

Designated Careers leader: Mr P Reed

References:

**Careers guidance and access for education and training providers
Statutory guidance for governing bodies, school leaders and school staff,
October 2018 (Key Points in Annex A), and**

**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 formulate 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 (FE) or training provider. Schools should share information before the young person takes up their place, preferably during the EHC Plan Annual Review prior to the new course, so that the Local Authority and 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, done with their agreement and only when the college or school provision is confirmed.

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 focus of EHC plan reviews from Year 9 (age 13-14). 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 general careers area on the second floor.

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

The Careers leader is: Mr P Reed

He can be contacted via the school office: 01253 720570 and via email:
redroseschool@btconnect.com

**Careers guidance and access for education and training providers
Statutory guidance for governing bodies, school leaders and school staff,
October 2018, and**

Compass, Careers Guidance Tool

<https://compass.careersandenterprise.co.uk/info>

Key Points

The Government careers strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision. This statutory guidance has been restructured around the Benchmarks with information on what schools need to do to meet each one. The Gatsby Benchmarks are not a statutory framework but by adopting them, schools can be confident that they are fulfilling their legal duties: the existing duties to secure independent careers guidance and provide opportunities to a range of providers to inform pupils about technical education qualifications or apprenticeships and the new duty to publish information about the careers programme on the school website.

The Benchmarks go further by defining all of the elements of an excellent careers programme, based on the best national and international research. Government recognises that the work needed to meet all eight Benchmarks will vary for individual schools. **Government's expectation is that schools begin to work towards the Benchmarks now and meet them by the end of 2020.** Compass is an online self-evaluation tool for schools to use to assess how their careers support compares against the Gatsby Benchmarks and the national average. Schools should baseline themselves using this tool, consider the opportunities to improve their careers programme based on their confidential results, and track their progress against the Benchmarks over time.

The Gatsby Benchmarks

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.	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market	Every student, and their parents, should have access to good quality information about future study options and labour market	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options

information	opportunities. They will need the support of an informed adviser to make best use of available information.	<ul style="list-style-type: none"> Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
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.	<ul style="list-style-type: none"> A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions All pupils should have access to these records to support their career development Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.
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.	<ul style="list-style-type: none"> By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
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.	<ul style="list-style-type: none"> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*a 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace</p>
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.	<ul style="list-style-type: none"> By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
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.	<ul style="list-style-type: none"> By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
8.Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<ul style="list-style-type: none"> Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Requirements and expectations of schools

Timing	Action
Ongoing (legal duty came into force in September 2012)	<ul style="list-style-type: none"> Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 13.
Ongoing (legal duty came into force on 2 January 2018)	<ul style="list-style-type: none"> Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed.
From January 2018 to end 2020	<ul style="list-style-type: none"> Every school should begin using the Gatsby Benchmarks to improve careers provision now and meet them by the end of 2020. For the employer encounters Benchmark, every school should begin to offer every young person 7 encounters with employers – at least one each year from Year 7 to Year 13 – and meet this in full by the end of 2020
From September 2018	<ul style="list-style-type: none"> Every school should appoint a named person to the role of Careers Leader to lead the careers programme.
From September 2018 (legal duty came into force on 1 September 2018)	<ul style="list-style-type: none"> Every school must publish details of their careers programme for young people and their parents.

From September 2018, schools must publish:

- The name, email address and tel number of the school's Career Leader
- A summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme
- How the school measures and assesses the impact of the careers programme on pupils
- The date of the next review