



Careers Policy and Information

Careers Programme

Careers Education, Information, Advice and Guidance

Fountaindale Mission Statement

“The principle aim of our school is to provide a stimulating, challenging and caring environment, which allows each child to develop to their full potential educationally, physically, socially and personally. We strive to develop our children towards being valuable and valued members of their community.”

Whilst at Fountaindale SEN Specialist School pupils are taught the skills and attitudes required to enable them to become as independent as they can be and to prepare for adulthood. We aim for pupils to have an enriched and stimulating curriculum to give them every opportunity to reach their full potential regardless of their gender, race, learning disability or physical disability.

Rationale and commitment to careers education, information, advice and guidance

At Fountaindale SEN Specialist School careers education, information, advice and guidance is at our forefront ensuring pupils' 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 transitional pathway 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 students identified from the Formal strand curriculum.
- **We teach and prepare pupils in the Formal curriculum for the world of work and the future through BTEC Workskills and BTEC PSD and Independence.**
- 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 local authority 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 all share the presumption that for many of our young people with special educational needs and disabilities are capable of sustaining paid employment with the right preparation and support.

- We regularly celebrate and showcase and promote the achievements of our students who are volunteering or in paid employment at every possible opportunity.

We underpin our strategy with the National Careers Council objectives;

- Ensure that all students understand the range of career routes open to them and how to access information necessary to underpin informed choices
- Make available face-to-face guidance to all pupils from Year 8 onwards
- To create strong links with employers who are able to contribute to pupils' 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 education 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 changing sectors and economies
- Work with parents to raise awareness about career routes and to challenge stereotypes Have access to quality-assured careers providers and professionally qualified career development professionals to provide face-to-face guidance
- Ensure that all leavers have a planned progression route
- Integrate career management skills into a broad and balanced curriculum.

Governing Body 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 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;

- careers guidance is presented in an impartial manner.
- careers guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- careers guidance given promotes the best interests of the pupils to whom it is given.
- they provide 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.
- they are informed by the requirements and key principles for good careers guidance set out in the 'Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff.' government paper dated January 2018.
- there is a curriculum link governor specifically responsible.

- they strategically look at destination data and outcomes of teaching and learning.
- there is supporting CPD for the designated governor and Careers Leader.

Terminology

There are a number of terms used to describe different careers interventions, and there is inevitably some overlap between them;

Careers education 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.

Work-related learning is the provision of opportunities to develop knowledge and understanding of work and to develop skills for employability through direct experiences of work.

Careers information is the provision of information and resources about courses, occupations and career paths.

Careers advice is more in-depth explanation of information and how to access and use information.

Careers guidance or careers counselling is a deeper intervention in which an individual's skills, attributes and interests are explored in relation to their career options.

Curriculum outline

Careers Education Class leads fully support students and discuss futures by delivering careers 'workskills' 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 Fountaindale, ensuring the information we provide is current and relevant.

Teachers identify the interests, strengths and motivations of pupils and use these as a basis for planning support from an early age. We use terminology such as 'Our Next Steps', 'My Next Steps' and 'What's next?' which are more appropriate and inclusive to our student's needs.

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 is able to be delivered cross-curricular discretely throughout the academic year, which can be naturally occurring and planned for.

BTEC Workskills, Enterprise and BTEC PSD are taught as individual lessons on a weekly basis. Our scheme allows us to track progress of our students during their time at Fountaindale whilst being flexible to differentiate appropriately to meet our student's needs. We plan a range of enrichment, entry and exit experiences including in house work experience, enterprise activities, and assemblies.

Some of the education areas covered include;

- Curriculum Vitae (CVs)
- Interviews techniques
- Job searches
- Making telephone calls for information and advice
- Attire
- Volunteering and Work Experience
- Work related skills and knowledge
- Teamwork

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 NCS website contains over 750 job profiles, and each of them gives you the essential information you need on what the job involves and how to get into it. The site also has a job market information section about the job situation in your local area and you can also talk to an adviser – www.nationalcareersservice.direct.gov.uk. The service offers confidential and impartial advice, supported by qualified careers advisers.

The NCS aims to:

- help people with careers decisions and planning
- support people in reviewing their skills and abilities and develop new goals
- motivate people to implement their plan of action

- enable people to make the best use of high quality career related tools.

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. For more information, please speak to the Careers Leader. At West Oaks we encourage students and parents that are able, to explore the websites information. We have held a number of online workshops sessions with the NCS which have provided a wealth of resources and insight for our students.

Careers Advice and Guidance

We are aware of our statutory duty to secure access to independent, impartial careers guidance for pupils, which is an entitlement for those in years 8 until students leave Fountaindale.

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. This is normally discussed during a pupils EHCP review in school where all service providers are invited.

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. This may be during EHCP reviews, 'Workskills' lessons or class time.

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, events and Facebook. 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 at Fountaindale, including open days, activities and events. We remind our parents/carers that with the right support, a number of young people with SEND can find paid work and be supported to live independently and participate in the community. We remind parents/carers that at Fountaindale 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, particularly during years 10, 12 and 13, we invite local further education colleges to participate in these discussions along with service providers to help support the process of transition.

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 internships.

Destination Data, Recording and Measures

At Fountainsdale 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 pupil 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.

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 approved 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.

Signed (Vice Principal) _____

Signed (on behalf of the governors) _____

Date _____

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.

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.

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 career 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.

Fountaindale: Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 8-13 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 – 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.

Management of provider access requests procedure

A provider wishing to request access should contact Miss Sheppard, Acting Vice Principal for transitions and careers,

Telephone: 01623 759671

Email: ssheppard@fountaindale.notts.sch.uk

Opportunities for access

All pupils in the formal curriculum from 14 years upwards will access BTEC Workskills and independence skills within their teaching and learning timetable. The curriculum will be differentiated to meet each individual pupils needs. Teachers will work closely with service providers to help support the pupil to reach their full potential.

Transition will be discussed at the relevant EHCP meeting with all service providers invited.

Residential pupils will access skills for life to help support independent living and learning.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations.

Approval and review

Approved by Governors at Curriculum and Standards Committee

Next review: September 2019

Signed: Chair of Governors

Head teacher