

FOSSE WAY SCHOOL

Careers Education and Guidance Policy including Access Statement

Review Due:	May 2021
Last Review	May 2018
Applicable to:	Fosse Way School
Reviewed by:	FM

Rationale

The components of Careers Education and Guidance (CEG) are defined as:

‘Careers Education provides a means of developing individuals’ knowledge, understanding and experience of opportunities in education, training and employment and the skills necessary to make informed decisions.’

Careers Guidance provides a means of helping individuals to apply relevant knowledge, understanding and skills to their own particular circumstances when choices have to be made.

In practice Careers Education and Careers Guidance are interwoven, with the school and the Careers Service working collaboratively; teaching and advising during the transition phase in Years 9, 10 and 11 and beyond. At Post-16 these are central to the Programmes of Study.

All pupils throughout the school should understand that they have ‘careers’ that continue through life and include all aspects of their evolving experience of the world of work and the necessary Key Skills.

Aims

- All young people to understand the full range of opportunities available to them, to learn from employers about work and the skills that are valued in the workplace and to have first-hand experience of the workplace;
- All young people in secondary school and sixth form to get an excellent programme of advice and guidance that is delivered by individuals with the right skills and experience;
- Everyone to get support tailored to their circumstances. All adults should be able to access free face-to-face advice, with more bespoke support for those who most need it;
- All young people will learn through a range of work related activities and develop key skills appropriate to the workplace, further education and life.
- Make informed decisions now and for the future drawing on self-knowledge and by making effective use of information and guidance.

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- Everyone to get the information they need to understand the job and career opportunities available, and how their knowledge and skills can help them in considering suitable careers

Objectives

Young people will:

- Understand their options and different paths to work and independence, to plan the steps they need to take, and to get from where they are to where they want to go;
- Be inspired about new opportunities they might not have known about (or that might not exist yet), or thought they could not achieve;
- Understand their own knowledge and skills and how they can be used in the workplace;

Young people will learn about:

- Getting, holding on to and progressing in a job, whatever their age, ability or background;
- Improving their well-being through doing a job they are good at and enjoy.

Policy Procedures

At Fosse Way School we aim to raise aspirations, challenge stereotypes and encourage pupils to consider a wider range of future pathways and careers. We do this by fulfilling the Gatsby benchmarks and use this as a framework for our careers policy

1. Deliver a stable careers programme

Careers includes both education, information and guidance. Careers education helps our young people make informed choices about their next steps. Careers education forms an integral part of the curriculum at Fosse Way School. Our carers programme supports students to make better decisions about their future. Our programme of activities across the school includes:

- Opportunities across the curriculum for our young people to develop transferable life skills that support careers, employability and enterprise
- Opportunities for students to develop self-advocacy, negotiation, decision making and transition skills
- Building excellent partnerships with parents and outside agencies to ensure the best support for our young people
- Developing learner voice through classroom activities and the school council

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To implement these activities we deliver flexibly tailored curriculums across the school. Furthermore in line with the SEND Code of Practice (2015) we ensure that annual reviews for Education Health Care Plans focus on long term outcomes and from year 9 follow the preparation for adulthood guidance.

Careers planner

To see our full school careers planner please see appendix 1. Our planner is based on the Preparation for Adulthood framework and ensures students are focused on developing for the future from the earliest years.

Further Careers activities

Each year students in Key stage 2 take part in two days of work related learning which may involve visits to work places, talks from employers and hands on experience of work including enterprise.

Each year Fosse Way School runs an enterprise week for students in Key stage 3 and above. During this week students will take part in;

- Visits to places of employment
- Talks from local employers
- Hands-on team challenges
- Interactive project work

During enterprise week all students will take part in group based enterprise work. Students will learn key employment skills including; working as a team, budgeting, making a profit, customer service and problem solving skills.

Students in Key stage 5 will take part in enterprise week and for some this will be an opportunity for them to support other students to learn the skills that they have been developing all year.

For more information on the careers curriculum at Fosse Way School, please visit our dedicated website www.wayoutthere.co.uk

Fosse Way School has a number of thriving enterprise businesses including a shop within the school café Longfellow's, an employee badge making business, a gardening business and website design team. These enterprise businesses are run by students within our post-16 department and generate revenue.

2. Learning from career and labour market information

Every young person at Fosse Way School will under the terms of the SEND code OF Practice (2015) take part in the yearly annual review process of their Education Health and Care Plan (EHCP). From year 9 all students will consider future pathways and EHC plan targets will be set in order to help students work towards their aspirations.

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From year 9 all students will be invited to events both within Fosse Way School and externally regarding transitions. These will include visits to and from local and specialist further education colleges. Open evenings from our own post-16 department and visits to meet with organisations such as the Job Centre and Housing Associations. Where possible these visits will include careers talks from Fosse Way alumni or students who have successfully entered the work place. Students will have the opportunity to learn about the courses available to them including; supported internships, apprenticeships, training, employment and self-employment. (Please see appendix 2 for our provider access request statement).

Biannually Fosse Way School host a county wide event 'The What's Next Fair' which provides an opportunity for students and parents to find out about local opportunities for next steps from; further education provision, local employment agencies, the Job Centre, specialist education provision, job coaching agencies, Project SEARCH both at the Royal United Hospital and the Council, housing associations. The event is also attended by members of the local council who host talks on next steps, EHCPs, benefits and transitions. This event provides students and parents with high quality access to the local labour market.

Fosse Way School uses vocational profiling to support young people to find an aspirational, yet suitable careers pathway.

Post-16 at Fosse Way School is a transitional time for students. The curriculum is entirely developed to support students to learn about future pathways, make decisions and work towards meeting their highly personalised targets in the areas of employment, independent living, community inclusion and health. Students also have the opportunity to develop skills by taking part in the National Citizenship Service and the Duke of Edinburgh award.

3. Addressing the needs of each pupil

Fosse Way School offers a person centred approach to learning. The EHCP process provides opportunities to ensure all students are working towards their own aspirational outcomes for the future. All pupils will undergo vocational profiling when they are ready for work experience placements or supported internships. The aim of the vocational profile is to understand an individual's experience, skills, abilities, interests, aspirations and needs in relation to employment.

Each student from year 9 has the opportunity to meet with the schools internal, but impartial careers advisor. Notes from these meetings are recorded and will feed in to EHCP meetings and will be shared with tutors and where necessary the school's Job Coach.

Fosse Way School remains in contact with a large portion of the alumni, many come to Fosse Way to talk about their pathways to and in employment. From 2018 Fosse Way School will track the outcomes of its alumni for 3 years to ensure excellent long term outcomes have been maintained.

4. Linking curriculum learning to careers

Fosse Way School ensures that learning throughout the curriculum is linked to student development, becoming more independent and future careers. Students learn to harness concepts, methods and perspectives through their STEM subjects. For example students learn about finances and time management through maths. They learn investigation and prediction skills through science and in English they learn aural presentation skills and how to present information visually.

The personalisation of the curriculum at Fosse Way School lends itself to ensuring all students learn transferable skills in specific subjects and our careers plan in appendix one runs cross curricula.

In key stage 4 students have the opportunity to take part in optional subjects. Many of these are vocational and can be linked to specific future jobs. For example students have the choice to take part in; hair and beauty, land based skills, practical skills, DofE award, performing arts and hospitality.

In post-16 the curriculum is fully designed to support students to work towards their next steps. Students will complete accredited units in areas such as work experience, enterprise, travelling independently, writing CVs and interview skills. Students will also learn to develop their personal and social skills through the PSHEE curriculum and all students will take part in differing levels of work experience dependant on needs.

5. Encounters with employers and employees

Fosse Way School has a very developed work experience programme. For more information please see our work ready policy.

Whole school – all students have multiple opportunities to access to talks led by local employers about a range of differing jobs and careers.

Key Stage 4 - all students have at least one opportunity to take part in a work based placement by the time they leave key stage 4. Fosse Way School runs a work experience week during term 6 for all students in year 10. During this week students can take part in a range of opportunities from school based work experience, accessing the school's café and external work placements. Some students in key stage 4 benefit from weekly work experience and this is organised on a person by person basis.

Key stage 5 – all students in key stage 5 have at least one opportunity to take part in work experience, but most students will have many more opportunities than this.

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Students have the opportunity to take part in TEACCH based work tasks, school based work experience, working in Longfellow's Café and external placements.

All work experience is organised by the school job coach who will match students to suitable placements. Students can have block or extended placements. Student placements are person centred and are managed according to need. Students may have supported on unsupported placements, and all students benefit from initial input from the job coach.

Supported internships – some students in post-16 have extended periods of work experience where they attend work for 2 days or longer a week. These placements are for students who are nearly work ready and benefit from being in the work place unsupported for extended periods of time.

Project SEARCH – Fosse Way School runs Project SEARCH supported internship programme in partnership with the Royal United Hospital and Virgin Care. This supported internship programme is for students in their last year of education. Students undertake three 10 week placements and are supported to find a job by the end of the academic year.

6. Experiences of workplaces

Every pupil in Fosse Way School will leave having had multiple experiences of the work place, please see section 5. Further to this Fosse Way School runs an enterprise programme in post-16 which provides opportunities to develop products and services and sell these to the general public.

Fosse Way also runs a number of small businesses which give students the opportunity to be involved with the fundamentals of running a business. Recently these have included; a gardening business, recycling, running a website and social media and ID badge making. These businesses are public facing and involve all aspects of managing a business including product design, advertising, making/completing the service, delivery and invoicing.

Please see the 'Fosse Way School Work Ready Policy' for more information.

7. Encounters with further and higher education

All pupils 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. Fosse Way School understands the importance of 'next steps' and transitions for our pupils.

All pupils from year 10 onwards will have access to a number of various transition events. These include but are not limited to:

- School visits from local college providers

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- Transition fair held bi-annually at Fosse Way School
- Visits to their local FE provider

From year 12 onwards students will also have access to:

- A yearly visit to their local FE provider
- Visits to other FE providers
- Visits to other local college provisions
- Visits to transition fairs/apprenticeship fairs and
- Visits to Project SEARCH
- Where appropriate students attending the A5 unit at Norton Hill School will visit University providers
- A small number of students may choose not to move on to further education. In this instance we will support students to transition into their new setting including social care

During the final year of education at Fosse Way School all students will take part in multiple visits as part of a transition programme to their funded college (if funding has been agreed within time constraints)

For education providers wishing to visit Fosse Way School, please see 'Appendix a' for our Access Statement.

8. Personal guidance

Fosse Way School employs a careers advisor once a week, this person is an internal member of staff who offers impartial careers advice.

The careers advisors role covers:

- Speaking with students regarding careers ideas, qualifications, skills, experiences, circumstances and life aims.
- Helping students to explore possible options using the vocational profiling tool
- Supporting students to understand the labour market locally
- Referring students to any necessary outside agencies
- Supporting students to become aware of the possible next options available to them

The careers advisor will formally meet with students in year 10 and 13, but is available to meet with students from years 9 onwards by prior arrangement.

The annual review process from year 9 will also support student to look at 'My Future, My Choice' in which student's futures will be discussed and a plan of support put in place. Best outcomes are achieved when parents are involved in making decisions about transition planning.

All staff in post-16 are trained to coach students and coaching sessions occur once a week. In these sessions students discuss their long term outcomes from their EHCPs and speak about what they are doing to work towards these.

The job description for the careers advisors role can be found in appendix 3.



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Every pupil 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. They should be expected for all pupils but should be timed to meet their individual needs.

Management

Our careers policy and programme are overseen by the assistant principal for post-16 Fiona Moody

Our careers advisor is Paris Oles-Gould



Appendix 1: Careers planner whole school

Preparing for adulthood Careers Planner Fosse Way School 2018-2019

Fosse Way School's careers programme is built in to everything we do, starting with the youngest students to give them the best start in life and the best possible careers and independent living outcomes. Our schools careers plan is designed around the preparing for adulthood framework.

	Employment and Education	Independent living skills	Community inclusion	Health
EYFS/ KS1	Adapting to new environments Playing with other children Real world play (builder / nurse / doctor) Following instructions - consider any specifics around sensory impairment Numeracy Real world visits (fire stations, farms etc.)	Feeding and drinking Toileting Real world play (kitchens, DIY, cleaning) Getting dressed Making choices Washing / brushing teeth Paying in shops	Making friends Social interaction Visits / day trips Team playing After school clubs Weekend activities Developing friendships / friendship groups	Diet - making choices Physical exercise Articulating pain / health problems Communication Cafe

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	<p>'What do you want to be when you grow up?'</p> <p>Meeting role models</p>			
KS2	<p>Talk about different careers and education options</p> <p>Access to career related role models</p> <p>Start to build a personal profile of interests and ambitions</p> <p>School sessions from visitors on their careers</p> <p>Identifying people who help us and their jobs.</p> <p>Real world visits (fire stations, farms etc.)</p>	<p>Feeding and drinking</p> <p>Toileting</p> <p>Real world play (kitchens, DIY, cleaning)</p> <p>Getting dressed</p> <p>Making choices</p> <p>Sleep-overs and residential trips</p> <p>Cooking at school and home</p> <p>Understanding money</p> <p>Shopping</p> <p>Moving around the school independently</p> <p>Transport and road signs</p>	<p>After-school clubs</p> <p>Learning to be safe on and offline</p> <p>Knowing the local area</p> <p>Walking short distances alone</p> <p>Friendships</p> <p>Understanding bullying</p> <p>Managing change</p>	<p>Managing minor health needs e.g. asthma</p> <p>Starting puberty immunisation BCG</p> <p>Obesity check</p> <p>Articulating pain / health problems</p> <p>Starting puberty</p> <p>Physical exercise</p> <p>Communication Cafe</p>
KS3	<p>Subject option choices - picking the right subjects for targets</p>	<p>Travel training (some)</p>	<p>Same as the KS4 section (see below)</p>	<p>Sex education (PHSE lessons)</p>

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	<p>and future career goals – Options events, booklets, evenings, assemblies Exploring different careers</p> <p>Learning opportunities outside the class room to build self-confidence, social skills, risk awareness, understanding of the world of work and other key (employability) skills.</p>	<p>Making decisions about what to spend money on</p> <p>Making own food</p>		<p>Immunisation (some)</p> <p>Managing more complex health needs Mental health and wellbeing</p> <p>Drug and alcohol education</p> <p>Switching the screens off and getting a good night's</p> <p>PHSE (covering SRE, drugs awareness, and understanding of sleep) Science lessons, tutor sessions, counsellor, ASD support, nurse, class teacher / TA support.</p>
<p>KS4</p>	<p>Planning for employment: what qualifications do you need, what study programme should you be on, what work experience would be most helpful (careers / next steps support through careers interviews, support by Teacher / TA with college applications, transition visits, taster sessions)</p> <p>Work experience, starting with tasters and building up to increasing time in the</p>	<p>Travel training (some)</p> <p>Making decisions about what to spend money on</p> <p>Making own food</p> <p>Independent living skills (some work around money and budgeting)</p>	<p>Managing social media and other technology</p> <p>Online gaming and staying safe</p> <p>Belonging to different groups</p> <p>Friendships and relationships</p> <p>Understanding the bigger picture and building resilience</p>	<p>As above.</p>

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	<p>workplace - with support where needed</p> <p>GCSEs / NVQs / Entry level qualifications</p> <p>Vocational options / BTEC Discussion with tutors and others about possible options and pathways.</p> <p>After school / Saturday jobs / part-time employment (some)</p> <p>Transition to new settings (work done to support changes to college and Post 16)</p>		<p>These things are covered in ICT lessons, assemblies, special events e.g. Google visiting Fosse Way and through SRE, tutor periods, residential visits, class day trips</p>	
<p>Post 16</p>	<p>Qualifications linked to employment</p> <p>GCSE resits maths and English quals that are functional</p> <p>Internal and external work experience placements</p> <p>Supported internships</p>	<p>Looking after your home in the training flat</p> <p>Travel training</p> <p>Decisions about money</p> <p>Money based curriculum in place</p> <p>Managing own time</p>	<p>Staying safe online</p> <p>Managing social time</p> <p>Developing new friendships/ meeting students from other settings</p> <p>Social skills in the workplace</p>	<p>PSHE Curriculum</p> <p>Understanding friendships</p> <p>Off the Record counsellor one day a week</p> <p>Relationship and Sex Education</p> <p>Using local gyms/ exercise classes and swimming pools</p>

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	<p>Project Search</p> <p>Transition visits to Further Education providers/ specialist providers and community living environments</p> <p>CV writing</p> <p>Skills in applying for jobs</p> <p>Job coaching</p> <p>School Café based jobs</p> <p>Part-time jobs outside of school</p> <p>Enterprise businesses – inc. gardening, badge making and website design</p> <p>Managing work based social media sites</p> <p>Impartial careers advice</p> <p>TEACCH tasks work related</p>	<p>Personal safety</p> <p>Transition skills for adult care</p> <p>Learning to drive (theory)</p> <p>Residential trips</p> <p>Cooking for yourself</p> <p>Setting up a bank account/using bank card</p>	<p>Understanding the criminal justice system</p> <p>Accessing local events</p> <p>Raising money for a local charity</p> <p>Working within the local community</p> <p>Visiting speakers from other educational provisions</p>	<p>Understanding consent</p>
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Appendix 2: **Provider access statement**

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purposes 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.

Management of provider access requests

Opportunities for access

Our provision includes various opportunities for students to access a range of events and transition visits. These are mainly integrated into the schools careers and transition programme and curriculum.

These events are therefore delivered internally, with contribution from external providers where appropriate.

Procedure

A provider wishing to request access should contact Fiona Moody, Assistant Principal for Post-16, via the school contact details. Local providers are invited to key relevant events. In addition, external providers interested in coming into school should speak to Fiona Moody, to identify the most suitable opportunity. The school policy on safeguarding sets out the school's approach to allowing providers into school as visitors to talk to our students.

Resources

Once visits have been agreed, the school will provide appropriate rooming to facilitate the visit, along with any equipment requested by the provider, where it is available. Providers are welcome to leave a copy of their prospectus or other relevant course literature with Fiona Moody and this will be displayed in the common room which is accessed by students at break and lunch times.

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Appendix 3: **Job Advert for careers advice and guidance role**

Fosse Way School Careers Advice and Guidance Lead
1 day per week –

We are looking for a careers advice and guidance lead within Fosse Way School. The role will encompass all aspects of careers advice and guidance so that our young people are given an impartial view of the full range of opportunities that are available to them. The duties allocated to this role include, but are not limited to:

- Meeting all students from year 10 onwards to discuss post 16 opportunities and career interests.
- Researching and building relationships with external college providers to gain an excellent understanding of what is available to our young people
- Organising and supporting with job and or college applications
- Identify skills gaps in the local community and how our students could fill them
- Work closely with the school job coach
- Organise and support further education visits
- Advise students on qualifications required for jobs/courses
- Feedback regularly to the Assistant Principals for Post 16 and secondary
- Organise student careers fair yearly alongside the Assistant Principal for Post 16
- Run sessions with small groups on CV writing and job applications
- Keep tutors informed about student choice for next steps

You will need to gain an in depth knowledge of the Gatsby review and the Governments 'Careers strategy: making the most of everyone's skills and talents, Dec 2017'. Training will be provided for this role.

If you are interested in this role please send an expression of interest to fmoody@fossewayschool.com