

Foreland Fields School

Careers Education Policy



Governing Body Approval and Categories

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| Named Governor for Scrutiny | Chair of Learning and Development |
| Approval Body | Strategy |
| Display on Main Web Site | Yes |
| NOTE: IF THIS POLICY HAS BEEN SCRUTINISED BY A DIFFERENT LEAD GOVERNOR OR BEEN RATIFIED BY A DIFFERENT GOVERNING TEAM PLEASE STATE WHICH TEAM | |
| Signed – Chair of Governors | Date |

United Nations Convention on the Rights of the Child

Foreland Fields School is a Rights Respecting School thereby this policy ensures that the following rights are acknowledged:



Article 17 (access to information from the media)

Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand.

Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 32 (child labour) Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

Article 36 (other forms of exploitation)

Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

 Date: 15/11/22

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SCHOOL VISION

At Foreland Fields School we are committed to providing high quality Careers Education, Information and Guidance (CEIAG) for young people with special needs. Our vision is to open up the world of work to our students and increase the opportunities our students have in finding paid employment and/or meaningful work experiences.

At Foreland Fields School we believe CEIAG planning should be person-centred with the Education Health Care Plans (EHCP) at the centre. We support students to make choices about all aspects of their adult life including, for some, the aspirations to work.

This Career Policy details how Foreland Fields School will meet statutory requirements under the Gatsby Benchmark.

This document should be read in conjunction with the following school policies:

- Inclusion Policy
- PSHCE (Personal, Social, Health and Citizenship Education) Policy
- Child Protection Policy
- Off-Site Education Policy
- Pupil Voice Policy
- Special Educational Needs and Disability Policy

RELATED GUIDANCE, POLICY AND PROCEDURES

- The Education Act 1997
- The Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008
- Careers Guidance and Access for Education and Training Providers - Statutory guidance for schools and guidance for further education colleges and sixth form colleges (DfE September 2022)
- The Gatsby Benchmarks - <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>
- Mental Health Capacity Act (2005)

USEFUL WEBSITES

Preparing for Adulthood Protocol (NHS/KCC January 2022):

https://www.kent.gov.uk/data/assets/pdf_file/0010/125938/Preparing-for-adulthood-protocol.pdf

Education for Young People with SEND KCC: <https://www.kent.gov.uk/education-and-children/special-educational-needs/support-for-young-people/education-for-young-people-with-send>



15/11/22

CONTEXT AND PRINCIPLES.

CEIAG is delivered through timetabled Personal, Social, Health and Education (PSHE) within Foreland Fields Schools curriculum and through practical work experience and work-related experiences. In KS5 (6th Form) students have a timetabled Careers lesson weekly.

Students at Foreland Fields School have Profound, Severe and Complex Needs, including ASD. This is a consideration when providing access to CEIAG. All students at the school have some level of difficulty with social interaction and frequently have reduced levels of self-awareness. These impairments can have a significant impact on their daily functional living, which can make accessing the world of work a challenge.

We recognise that pupils will function at different levels of maturity during their school career, having faced a variety of life experiences and developed a range of attitudes and feelings. As such, lessons and experiences are individualised to students needs and abilities ensuring CEIAG is accessible to all and all students are provided with meaningful experiences in the world of work.

In practice, Careers Education and Careers Guidance are interwoven, with the school and the Careers Service, Education Business Partnerships Kent (EBP), working collaboratively; teaching and advising during the transition phase in Years 9, 10 and 11 and beyond. In the Key Stage 4 and Post 16 Department, this is central to the Discoverers and Pioneers curriculum and students have the opportunity to be involved in highly successful Enterprise activities, work experience and meaningful experiences related to careers and post education opportunities.

PROVISION OVERVIEW (GATSBY BENCHMARK 1,2,3,4,5,6)

Students attending Foreland Fields School have a wide range of needs and therefore CEIAG will look different for students depending on their needs. This reflects the individualised learning ethos of the school and is detailed below:

Year 7, 8 and 9: Through PSHE students explore the world of work, consider personal interests and participate in visits to places of work in the community. Work-based skills and personal attributes are a focus, as well as skills such as motor skills, resilience and behaviour as these will serve to support students in future years.

Year 9: CEIAG becomes more personalised. Students and parents meet with the class teacher to identify the student's future aspirations, skills and abilities, linked with their EHCP. This information is shared with the independent career advisor, Education Business Partnerships Kent (EBP). Dependant on the child's pathway and cognitive ability, students at this stage and moving forward learn how the different subjects link to different careers and how specific subjects help people gain entry to a wide range of occupations.

Year 10: Students take part in on-site work experience linked to their interests and their curriculum pathway. The curriculum helps 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 and volunteer in the local community by taking part in the Duke of Edinburgh Award. Parents and students have the opportunity to meet with their class teacher to continue the CEIAG planning post Key Stage 4.

Year 11: Students have the opportunity for supported off-site work experience in the community. This will be supported by the student's curriculum pathway studied in school. Students who are unable to engage in off-site work experience will participate in meaningful experiences related to the world of work within school such as outdoor learning and enterprise. Parents and students have the opportunity to discuss long-term aspirations with the independent career advisor, Education Business Partnerships Kent (EBP), and this is shared during the EHCP meeting. From Year 11 onwards, students will have the opportunity to encounter employers with at least one encounter a year.

6th Form Education: Post 16 students at Foreland Fields School are given the opportunity to participate in enterprise activities and learn about business by starting their own registered company. The Young Enterprise programme provides opportunities for our young people to develop essential skills and attitudes which not only enrich their academic learning, but also provide a strong foundation for the future. Students have the opportunity to engage in external work experience and develop appropriate social skills in the wider community through both Youth Action and more personalised work experience, including supported internship placements. Within 6th Form, students will have the opportunity to encounter at least 2 meetings a year with employers.

Supported Internship: This is a bespoke study programme to support SEND students to gain the right skills needed in the modern workplace. It is a partnership between the employer, our school and the supported employment provider, working together to overcome any barriers and make it a success for all concerned. The primary goal of a Supported Internship is paid employment. The latest guidance recommends that where paid employment is not achieved, the provider ensures a suitably positive alternative destination (e.g. volunteering) as a step towards paid employment.

Identified students in 6th form have the chance to participate in this programme and they will undertake work experience for either two or three days per week. These placements, which should last for at least six months, are for students who are nearly work-ready and who would benefit from being in the workplace with reduced support for extended periods of time. Foreland Fields School use KCC's The Education People to support us with this.

Future work is required to analyse Supported Internship outcomes and to ensure costs data are recorded. The long-term impact should be tracked to help the school recognise future patterns for success. This analysis may be helpful for The Education People to measure their success and for a national picture of Supported Internship provision and its value for money to be built.

Students on an Informal Curriculum: For our students on the more informal curriculum, CEIAG looks very different. It focuses on ensuring our learners have an opportunity to be included in working life. They are supported with communication and cognition, allowing students to have meaningful experiences that ensure they have a positive impact and are valued as part of their community. Students who are unable to engage in external work experience placements have the opportunity to be involved in school work projects and internal work experience.

Current initiatives include:

- The provision of a staff café once per week. Students gather, prepare and deliver food orders to staff across the school.
- Craft activities that lead to items that can be sold at school events.
- Outdoor Learning and horticulture activities within school or the local community.
- Supporting teachers by acting as a Teaching Assistant and performing tasks that support staff might be required to do (photocopying, tidying books etc).

ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

(Gatsby Benchmark 7 and compliance with the Baker clause)

Although the majority of students at Foreland Fields School choose to stay on to 6th form, we recognise that all students should understand the full range of learning opportunities available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

Foreland Field School arranges visits from a range of providers of Key Stage 4, Post-16 options and Post-18 options, and this will include providers of T Levels, apprenticeships, traineeships, technical and vocational qualifications, applied qualifications and higher technical skills courses. Visiting providers should include Further Education Colleges, Studio Schools and University Technical Colleges, Institutes of Technology and a range of providers of apprenticeships and technical options, including Independent Training Providers (ITPs).

All pupils from year 7 onwards have access to various transition events. These include, but are not limited to:

- School visits from local college and employment providers.
- School arranged 'Moving On' event ('What's Next?').
- Visits to local Further Education providers.
- Visits to, and from, providers of local services such as East Kent Mencap.

Foreland Fields School also organises a regular information event for parents/carers and students to which all local providers of education, training and social care are invited and actively encouraged in offering advice.

Students may choose not to move on to Further Education. In these instances, we will support students to transition into their new setting, which may be a social care placement.

THE BAKER CLAUSE

There is a legal duty, incumbent on schools and ratified in 2018, commonly known as the 'Baker Clause'. This requires all maintained schools and academies to ensure that there is an opportunity for a range of education and training providers to access all **Year 8 to 13** students for the purpose of informing them about approved technical education qualifications and apprenticeships. By hearing directly from providers, every student can build up a full picture of the options available and consider how the opportunity to study or train in different ways, and in different environments, might suit their skills, interests and aptitudes.

Employers and education and training providers will be invited into school, and to our 'What's Next?' event to ensure that students are fully informed of the range of technical qualifications, and to ensure we comply fully with this duty.

We will prepare for each provider visit by advising students and their parents to consult provider websites for background information, including details of the courses offered, the qualifications the provider offers and their Ofsted grade.

PROVIDER VISITS – ACCESS POLICY STATEMENT

Foreland Field School actively encourages visits from external providers and is happy to receive requests from providers for them to visit.

This policy statement sets out the school's arrangements for managing the access of providers to Year 8 – Year 13 students at the school for the purpose of informing them of the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Procedure

A provider wishing to request access should contact:

Helen Newman (Careers Lead) helennewman@foreland.kent.sch.uk

Adrian Mount (Headteacher) adrianmount@foreland.kent.sch.uk

They can also both be contacted directly at the school by phone: 01843 863891.

Access by any visitor will need to be agreed by the Careers Lead or Head prior to them coming on site. Permission will not be granted to any organisation or group or individual with an unlawful or extremist background or to anybody to whom the school does not wish to permit.



15/11/22

Safeguarding

The school will seek assurances that visitors have appropriate safeguarding and child protection policies and procedures in place in order to ensure that children and vulnerable adults are protected.

Appropriate checks will be undertaken in respect of visitors coming into school as outlined within national guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on site.

Foreland Fields School recognises that it is possible for any member of staff, including visitors, to behave in a way that indicates a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. This includes when someone has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Allegations against staff, including visitors, which meet this threshold will be responded to and managed in line with part four of KCSIE. Allegations that meet the harm threshold will be referred immediately to the Head who will contact the LADO to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the Head, staff are advised that allegations should be reported to the chair of governors who will contact the LADO.

Opportunities for access

'Moving On' events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. Talks and introductory taster sessions can be facilitated, with sufficient notice being given so that the premises and facilities can be booked.

Premises and facilities

The school will make the Gill Greenwood building, classrooms, meeting spaces and/or IT resources available for discussions between the provider and students, as appropriate to the activity.

PERSONALISED CEIAG (GATSBY BENCHMARK 2 AND 8)

Yearly CEIAG meetings are offered from Year 9 with the Class Teacher to discuss aspirations and identified skills, interest and study options, in line with the EHCP. This includes both academic and vocational routes available to the student.

Every student is offered opportunities for guidance interviews with an Independent Careers Adviser, Education Business Partnerships Kent (EBP). These are offered twice prior to the age of 18, and link with study choices, the Education Health and Care Plan and long-term career opportunities.

For our students following the informal pathway, CEIAG has a focus on Enterprise and Post 16 Choices. Students, in line with the Mental Health Capacity Act (2005), are supported to make choices about their future. This is shared in EHCP meetings.

Signed (Chair of Governors):

7


Date:

11/11/22

PARENT AND CARERS AND STUDENT INFORMATION (GATSBY BENCHMARK 7, 8)

Students have the opportunity to learn about the CEIAG provision through assemblies and symbol-supported timetables and visuals which highlight what careers support is available.

Information about CEIAG is made available to parents and carers through class letters and through the school website including the details of the CEIAG programme from Key Stage 1 onwards. Parents and carers can speak to their Class Teacher/Pathway lead should they need further information.

Helen Newman, Pioneers Pathway Lead, is a Level 6 Qualified Career Leader.

Foreland Fields School works closely with Education Business Partnerships Kent (EBP). EBP is a member of The Institute for Education Business Excellence. This requires EBP to work towards nationally recognised standards and government related policy and directives. This partnership provides students with access to an independent careers advisor who can provide support and guidance on local services and opportunities to students and their family.

All students are actively encouraged and supported to attend their EHCP meetings in order to plan for their future. At Key Stage 4 and 5, external providers are invited to these meetings to offer advice to parents/carers and students.

RAISING ASPIRATIONS (GATSBY BENCHMARK 2)

Leaders at Foreland Fields School seek to raise the aspirations of staff, families and the wider community in relation to our students and their capacity to access the working world. It is widely recognised that low expectations contribute to low achievement and poor outcomes.

CPD training and support is provided by EBP, in consultation with the Career Lead, to ensure that the Careers and PSHE Lead, teachers and support staff have an up to date understanding of careers pedagogy, local labour market information and post-school options.

All members of the Foreland Fields School community take seriously their duty to ensure that our young people, regardless of ability, have meaningful options open to them and are provided with sound advice and guidance in order to equip them to secure the best outcomes.

COMPASS BENCHMARK

The Careers Lead will complete a Careers and Enterprise Compass Tracker survey bi-annually. Compass is a tool that helps schools evaluate their careers provision against the eight benchmarks of best practice – known as the Gatsby Benchmarks.

The ensuing results will help the school identify areas for future improvement.



Signed (Chair of Governors):

A handwritten signature in black ink, consisting of a stylized 'S' followed by a horizontal line and a small upward curve.

Date: 15/11/22

SF 15/11/2