

# Foxfield School



## Careers Policy 2020

### Introduction

Effective careers education and guidance helps pupils to:

Develop knowledge and understanding of themselves as individuals. Their strengths and limitations, their abilities, skills, personal qualities, potential, needs, attitudes and values.

Develop knowledge and understanding of the world outside school. This includes employment, further education, care and health based options.

Learn how to make considered choices with regard to their post school plans.

Effectively manage the transition from school into adult life.

### Background

Section 29 of the Education Act 2011 & September 2013 revisions places schools under a duty to secure access to independent careers guidance for their students in school years 8 to 13. Careers guidance secured under the new duty must:

- be presented in an impartial manner;
- include information on the full range of post-16 education or training options; and promote the best interests of the pupils to whom it is given.

This is in line with the Department for Education's published revised statutory guidance (January 2018) for the duty of maintained schools to provide careers guidance

The school Careers Education & Guidance programme is delivered in line with the eight Gatsby benchmarks as outlined below:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of Workplaces
7. Encounters with further and higher education
8. Personal guidance

(Ref: DfE, Careers guidance and access for education and training providers)

Statutory guidance for governing bodies, school leaders and school staff

Life skills



Enjoyment



Achievement



Respect



New experiences



## **Entitlement**

The Careers Education & Guidance department supports every child irrespective of their background or circumstances. As stated in 'The Department for Education' published statutory guidance October 2018 all students irrespective of race, gender, creed or special educational should have careers guidance provided in the following way:

- Presented in an impartial manner
- Includes information on the range of education or training options 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 (DfE, Statutory Guidance, para. 16, 2014b).

The Careers Education and Guidance Policy will strive to work towards these goals and in so doing help to prepare pupils for the world after Foxfield school which may include work, supported work, further education and supported living.

The aim of a good careers programme is to encourage young people to exploit to the full, their skills, whether academic, vocational or both: and to maximise their post school opportunities for work and independence. All students are entitled to receive Career Guidance. Where appropriate one to one or group sessions are facilitated and supported through a school-based Careers Adviser known as the Transition manager employed by the school. Interviews are tailored to meet individual need and may cover the area of careers in the broadest of terms. In this respect recognition is given to student's individual circumstances in terms of life situation, academic, social and vocational preferences.

To ensure the needs of all our pupils are met and where careers interviews are not possible/appropriate the transition manager spends time in class getting to know individual likes and dislikes and gains information on support needs from the staff working with that pupil on a daily basis.

Parents/Carers are fully involved in the post school planning process. There are numerous opportunities for parents/carers to meet with the transition manager including during annual and EHCP review meetings, CIN and LAC reviews, at parents evening, parents support group coffee mornings, via email or telephone contact and can request a meeting at any time.

The school works closely with a wide range of other agencies in order to facilitate a smooth transition for our pupils. These include staff from further education colleges, supported employment providers, local charities, day care centres, the Local Offer and Social care as well as a huge number of health professionals. These could be from the vision or hearing support services, CAMHS, physiotherapy, speech and language therapy, psychology and adolescent support service. Our onsite school nurse attends EHCP and planning meetings as required and supports with the feedback of medical information to post school providers.

## **COMMITMENT**

The School is committed to providing a planned programme of careers education and information, advice and guidance (CEIAG) for all pupils and students in Years 7-13 via a comprehensive PSHE programme and via employing their own professionally qualified careers adviser.

The School is also committed to achieving a range of outcomes for young people in line with the eight Gatsby benchmarks & including the Framework for careers, employability and enterprise education (November 2015) as well

as practical outcomes such as positive destinations, successful transitions and on-going development of employability skills.

We will also pay regard to relevant guidance on improving outcomes for young people that appears from DfE, Ofsted and other agencies as appropriate.

### **Delivery**

The school recognise the importance of the delivery of Careers Education focusing on supporting pupils as they approach the key transition points in their development, and in particular as they near completion of their key stages 3, 4 and 5. The components of the school's Careers Education programme are given greater weight towards the build up to these key transition points. However, recognition is given to the fact that pupils' Career planning will mature at different rates. Thus a 'skills based' approach to learning is promoted.

Enterprise projects are a key part of the curriculum from year 7 right through to year 14. Each class takes part in at least one project per year, sometimes more. These vary widely from making products to sell to running on site businesses. More details can be found in our work related and enterprise policy available in the 'pupils' section of our website.

### **Key Stage 3**

#### **Years 7 and 8.**

In year 7 pupils focus on the transition from primary school and on understanding their own skills and abilities. PSHE lessons focus on 'contributing to the life of school', making choices and maintaining a balanced lifestyle, relationships, The Environment, smoking and my body. Pupils start to look at their short and long term aspirations with support via the completion of the 'Aspirations' section of their EHCP plan.

Year 8 pupils work on the topics of 'rights and responsibilities', drugs and alcohol, Relationships, charity work, emotional health and growing and changing. They revisit their aspirations prior to their EHCP Annual Review.

#### **Year 9**

The Transition Manager conducts careers interviews during the Spring Term for all pupils for whom it is appropriate. She invites into school all parents/carers of year 9 pupils following this to start to discuss post school options with them. She makes contact with relevant partner agencies who may also be working with the family i.e. social care to ensure joined up and cohesive working. In PSHE lessons topics covered are Finance, responding to emergencies, Equality and diversity, Being an active member of the community, Personal safety and sexual relationships.

### **Key Stage 4**

#### **Year 10**

During Key Stage 4 the aim is for pupils to become more self aware, and start to become comfortable with the idea of becoming more independent, of considering what subjects they enjoy and don't and how this may link to what they do when they leave school. They again relook at the 'Aspirations' section of their EHCP document prior to their meeting. The Transition Manager arranges visits to local provision and delivers class sessions on post school options this encourages pupils to think about what they might like to do after school.

Specialised group work sessions take place looking at short and long term plans. Short term plans may focus on thinking about

what work experience placement pupils may want to try in post 16, whilst long term plans will look at supported work and further education options.

The Transition manager meets with all parents/carers of year 10 pupils at the EHCP annual review meeting. Post school planning and timescales for visits and applications are discussed. She also attends the twice yearly parents evening.

P.S.H.E. lesson topics include Substance misuse, Growing and changing, Emergency's and personal safety and types of relationships.

## **Year 11**

In Year 11 group work sessions focus on more specific post school planning, whilst long term planning starts to introduce the idea that pupils may not live in the family home forever. Supported and residential living is discussed and some pupils start to think about what it would be like to live with a group of friends.

'Aspirations' are relooked at again prior to annual review meetings, this time with more of a focus on which vocational areas most interest them.

Selected pupils take part in an 'Aspirations' project organised jointly with Wirral Metropolitan college. The project consists of 2 days, 1 spent at college where pupils take part in a series of workshops covering, 'life at college', relationships and supported/independent living. The second day is opened up to a larger group, selected pupils in key stage 4 and post 16. During this day college staff visit school and deliver presentations by staff, current and former students on college courses and supported internships.

All year 11 pupils take part in careers interviews where appropriate. Their action plan is amended and updated as required. This reflects all available education, training & supported employment options.

The Transition manager attends all EHCP annual reviews and discusses post school plans with all parents/carers. School ensure that relevant professionals are also invited to these meetings. This may include representatives from social care, CAMHS, physiotherapy, speech and language therapy or health professionals.

Some pupils take part in an inclusion programme with a local school. They are accompanied for lessons with our support staff.

P.S.H.E. topics include Emotional health, Rights and Responsibilities and sexual relationships.

## **Post 16 Department**

The vast majority of pupils remain at Foxfield for the full 3 years in our post 16 department. Pupils and their parents/carers are advised during each annual review meeting prior to reaching 6<sup>th</sup> form that it is an optional placement but most pupils choose to stay.

The curriculum is adapted to allow a huge focus on independent living skills. Elements of independent living skills are included within most lessons taught throughout the week.

Pupils continue to revisit their 'Aspirations' section of their EHCP plan prior to their meeting, which if they are a leaver is chaired by the Transition Manager. She ensures that all professionals working with the family

are invited so that future planning can include all agencies.

Selected pupils continue to take part in inclusion sessions at local mainstream schools.

Selected pupils from year 12 take part in day 1- the college visit of the 'Aspirations' jointly run project as detailed earlier. The majority of the rest of the post 16 department take part in the day 2, workshops and presentations at school part.

P.S.H.E. lessons focus on being an active member of the community, personal and e-safety, life cycle and reproduction, charity work and coping with change. A selected group of pupils take part in an extra weekly session delivered by a member of staff from the 'Health services in schools' service. This is delivered on a range of topics from enhanced sex education to mental health, anxiety and depression topics, specifically for hand-picked pupils whom staff feel would most benefit from this extra input.

The Transition Manager arranges for speakers from post school providers to come into school to talk about their provision both to pupils in class sessions and to parents/carers at parents support group coffee mornings.

Pupils continue to be encouraged to consider life after school via careers interviews and via visits to various post school placements. The Transition Manager has an open door policy and pupils know they can request to talk to her any time if they have a question regarding life after school.

The Transition Manager also liaises with college and supported placement staff to arrange for assessments and observations

of pupils to take place. This can take place both in and out of school. With parent/carers permission she ensures post school providers have all up to date and relevant pupil information to ensure all pupils support needs are known and understood.

Pupils take part in work experience placements 1 day per week during all 3 years in Post 16. Placements vary year to year but include a variety of vocational areas. The most popular placements are time limited so as many pupils as possible get to sample them. All work experience placements are supported by school staff .

During a pupils final year at school, the Transition Manager ensures they have as much access to their post school placement in preparation for leaving as possible. For some pupils that may be a series of group visits to a specialist placement with familiar staff. For other pupils it will be individual visits to local providers using public transport. This enables thorough assessment to take place, to ensure pupils are placed on the right course level and also to allay anxiety. Leaving school is, for the majority of our pupils an incredibly stressful time. It helps enormously if they have met their new staff, some peers, know where they will eat lunch and where they can go if they need some quiet time/out. The number of post school visits is determined by need. Some pupils require far more transition than others.

At the end of the year the Transition Manager sends home evaluation questionnaires for parents/carers to complete with their sons/daughters on how they felt their transition has gone. Transition visits are always sited as being particularly valuable .

The Transition Manager compiles pupil destinations to help evaluate how effective the planning process is. These yearly

destinations are presented to governors and available for view on the school website. The Transition Manager continues to monitor and keep a record of destinations for all pupils for 4 years after leaving Foxfield.

All pupils in school and their parents/carers receive information about a wide range of external events aimed at people with learning disabilities.

### **Review**

Review of this policy will be in Spring 2021 or sooner depending on new developments and/or legislation.

### **Key Staff**

Transition Manager - Karen Trought - [staffktrought@foxfieldschool.co.uk](mailto:staffktrought@foxfieldschool.co.uk)

Acting Head of Post 16 and Work Experience – Emma Wall - [ewall@foxfieldschool.co.uk](mailto:ewall@foxfieldschool.co.uk)

Enterprise co ordinator – Denise Karythis – [denisekarythis@foxfieldschool.co.uk](mailto:denisekarythis@foxfieldschool.co.uk)

## Appendix 1

### Foxfield School Careers Strategy 2020

The Government has set a clear expectation that the quality of careers education and guidance should be raised in all schools. The statutory framework requires every school to secure careers guidance for pupils from year 7 upwards. This ensures that pupils and their parents/carers have access to relevant, impartial and up to date information on the full range of post school opportunities from a variety of sources.

The nationally recognised 'Gatsby Benchmarks' of careers education and guidance are used by the school as the basis for setting our careers strategy and for improving our careers education and post school planning across the curriculum. Provision within each benchmark has been specifically tailored to meet the individual and complex needs of our pupils.

The eight Gatsby Benchmarks are:

#### Benchmark

1. Stable careers programme

#### Description

Every school and college should have an embedded programme of careers education and guidance that is known and understood by pupils, parents, teachers and employers.

At Foxfield our careers programme, detailed in our careers policy, and work and enterprise programme are available on the school website within the 'pupils' section. They are also on our P.T.A. page, which provides information specifically aimed at parents/carers.

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.

Pupils and their parents/carers have access to up to date information via group and class sessions by the transition manager. Photos and films of post school providers are used to better help pupils visualise placements. The transition manager attends all parents' evenings, chairs leavers EHCP transfer meeting and attends all other ECHP annual review meetings for all pupils in years 10-14. The parents/carers of Yr 9 pupils are invited to meet with the transition manager separately during the summer term. The T.M also holds monthly information sessions/coffee mornings to which all parents are invited. She arranges for speakers both internal and external to speak to parents/carers about a range of topics of particular interest to the parents/carers of a child with SEN including presentations from a variety of post school providers including employers, further education and care providers.

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.

A benefit of the transition manager being based in the school is that it enables her to spend time in classes to get to know each individual pupil gradually as well as during

structured careers guidance and group sessions. The vast majority of our pupils are still getting used to the transition from primary to secondary school during years 7 and 8 so post school planning is covered mainly via completion of the 'aspirations' section of the EHCP document which is gone through during the annual review meeting with pupils and their parent/carer. Individual careers interviews start from year 9 onwards, although the transition manager has an open door policy and pupils are told they can come and talk to her at any time.

#### 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.

At Foxfield a huge amount of the curriculum is based around developing independence to support life after school which may include employment or supported employment. Within the timetabled PSHE lessons delivered to all pupils in school, topics include, dress codes, appropriate conduct, stranger danger, e safety, prep for work experience, personal hygiene and sex education. Careers lessons focus on options after school and transition visits.

Using money and communication skills are delivered in numeracy and enterprise lessons as well as during ILS (independent living skills) which includes going out in the community and using public transport.

All aspects of looking after yourself and the home are covered during lessons or overnight stays at our school house, which is a short walk from school.

Various on site activities offer participation in other vocational areas such as cookery and food prep in our school cafe. Horticulture and bee keeping in our school garden and

using machinery, ICT and marketing via our post 16 school enterprise.

#### 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.

Pupils at Foxfield and their parents/carers are invited to attend numerous events attended by a range of employers, training providers, further education and care and supported employment providers. This helps to ensure impartial information & advice is provided. These events include 'Your Future Your Choice' at the Floral Pavilion, Next Steps event at a neighboring school, which are both yearly events. They are also invited to various presentations/workshops including on support in employment for disabled young people run by the local Mencap charity. Multiple speakers including employers- ASDA, staff from supported work placements including the Evolutions service and the Gateway programme regularly speak to pupils and parents/carers during pre arranged sessions in school.

Enterprise work takes place during all 3 key stages, and each class takes on at least one project each year. Lessons may focus on making something to sell or running a business such as school cafe or creating a sensory garden.

#### 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 to expand their networks.

Work Experience plays an integral part of the curriculum in Post 16. Pupils participate in internal or external work experience placements for the 3 years they are in our 6<sup>th</sup> form. The school employ an external person to source and health and safety check placements to ensure a variety of placements from different vocational sectors. These placements can differ on a year to year basis, but currently include placements at shops, hairdressers, farms, cafes a primary school and kennels. All pupils are carefully assessed to ensure the appropriate degree of staff support accompanies them & that it matches their longer term interests.

#### 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.

A large proportion of our students access further education after leaving school. We have good relationships with all the providers currently offering entry level study. All local college providers are invited to our parents evening and to speak to both pupils in lessons and at our parent/carer support group coffee morning. The transition manager arranges visits to local colleges both whole class visits for key stage 4 pupils & group and individual visits in post 16. College staff come into school to assess pupils thus ensuring good sharing of information on pupils needs/abilities to

assist with their eventual transition from Foxfield.

#### 8. Personal Guidance

Every student should have opportunities for guidance interviews with a Careers 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.

Foxfield have long seen the benefits of long-term career and post school planning and were one of the first Wirral schools to employ a level 7 qualified careers adviser to be based on site. The Transition Manager, so called to reflect the needs of all our pupils, some of whom will move from school to a care /health placement. Works across the school to ensure that planning for after school takes place with each pupil and their parents/carers in a timely manner. She liaises with other agencies who may be involved with the family and delivers the fundamental principles of careers guidance, providing impartial information and advocating on behalf of every pupil. Further details of activities can be found in the careers policy document in the pupil section on the school website.

## **Appendix 2**

### **Careers and links to ASDAN**

#### **Key Stage 4 will be doing:**

- DRS – E1 (3 credits) Developing Reading Skills
- RAQ – E1 (2 credits) Making Requests and Asking Questions in Familiar Situations
- ISPR – E1 (2 credits) Using Interpersonal Skills to Contribute to Positive Relationships
- PDS – E1 (3 credits) Preparing drinks and snacks

#### **Post 16 will be doing:**

- RAR – E1 (3 credits) Right and Responsibilities: Everybody Matters
- DSA – E1 (3 credits) Developing Self-Awareness: All about Me
- CPS – E1 (5 credits) Developing Community Participation: Getting out and about
- CPE – E1 (3 credits) Developing Community Participation: Caring for the Environment

#### **PMLD & Low ability alternative units**

- Encountering Experiences: Being Part of Things
- Engaging in the World around you: Technology

#### **PSD Unit Key Stage 4**

- Community Action

#### **PSD Units Post 16:**

- Managing Your Own Money (E1/E2)
- Making the Most of Leisure Time (E2)