

Castle School



Careers Education, Information Advice and Guidance Policy

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CAREERS EDUCATION, INFORMATION ADVICE AND GUIDANCE (CEIAG) POLICY which links to the Preparation for Adulthood Agenda.

BACKGROUND AND ETHOS

All young people have an equal entitlement to high quality Careers Education, Information Advice and Guidance (CEIAG) that provides them with an understanding of the world of work, helps them to explore career options and supports them in making decisions about the opportunities open to them.

Independent and impartial advice for our young people with SEND should include all of the education, training and employment opportunities on offer, and signpost them onto post school programmes that will support their transition into paid, supported or voluntary employment, or focused and relevant leisure opportunities supported by social care.

The four areas of the Preparation for Adulthood: Good Health, Friends and Relationships, and Community, Employability, and Independent Living are robustly supported through our curriculum offer.

THE AIMS OF OUR CEIAG PROGRAMME

- To build a sustainable and adaptable careers strategy based on Preparation for Adulthood agenda, that regularly reviewed and updated.
- To develop holistic provision links to individual needs, interests, skills and learning pathways, giving pupils opportunities to try and experience a range new and exciting activities that link to post school provision.
- To develop pupils' communication and social skills so that they have confidence to access services and provision post school.
- To make sure pupils and their families have access to good, relevant and timely information so that they can make informed choices about their route post school

We fully subscribe to the following principles of CEIAG:

- Helping our students with their self-awareness, self-development, and skills for life.
- Supporting our students to gain functional skills in preparation for adulthood.
- To offer our students opportunities and experiences in specialist employment and education provision, supported living and social care.
- To ensure our student's voice is recognised and valued through a variety of internal and external activities to develop and support their decision-making process.
- To ensure EHC plans for 6th form include consideration of aspirations, activity and provision that support progress towards the specified PfA outcomes of Employability, Independent Living, Friends, Relationships and Community, and Good Health
- To understand the interests, strengths and motivations of our students and young people, and use this as a basis for planning support around them from an early age.
- Provide totally impartial and up-to-date information by working closely with the Preparation for Adulthood Additional Needs Team (PAANT), employers, Post 19 providers such as Owl Bikes, FE Colleges and Social Care.
- Challenge stereotyping and encourage pupils to widen their future options within realistic expectations

- Reflect the true nature of today's and tomorrow's world of work and to be aware of the opportunities available as part of the local offer.

Implementation

In order to support students to achieve their aspirations, careers education at Castle School adheres to the following strands.

- EHCP outcomes and targets link to the development of self-awareness, self-development and skills for life.
- EHCPs in the final transition year include consideration of aspirations, activity and provision that support progress towards the specified Preparation for Adulthood outcomes.
- Tutor-led activities that support students to identify their skills, interests and talents.
- School and community-based activities and projects that support our students to gain functional skills in preparation for adulthood.
- Development of financial literacy and budgeting linked to projects and enterprise activities.
- Development of conversational skills which will transfer to the workplace.
- Ensuring our student voice is recognised and valued through a variety of internal and external activities to develop and promote their decision-making process.
- School based enterprise activities which develop work and interpersonal skills
- Work Related Learning opportunities offering meaningful vocational experiences on and off site.
- Off Site Work Experience at local businesses and charities, including job coaching to support students to excel at these placements.
- A varied programme of Social Enterprise Activities which link to the National Citizenship Service (NCS) and Duke of Edinburgh volunteering.
- Independent travel training programme
- Support, including from external agencies, interview techniques, job coaching and planning next steps once leaving school.
- A strong and bespoke transition programme into post school provision, which includes links with colleges, social enterprise firms and social care provision.
- Partnerships and discussions with parents
- An annual event which brings together our partners and post school providers
- Careers events and an 'opportunities' afternoon provide an opportunity to share information about post school providers with students and their families.

Delivery and content

Key stage 3 and 4

Our pupils focus on understanding their own skills and abilities, and opportunities to develop personal skills and independence are embedded across the curriculum.

As part of the PSHE curriculum, pupils learn about the following areas:

- Health and Wellbeing
- Mental Health and Emotional Wellbeing
- Healthy Lifestyles
- Health related decisions
- Drugs, alcohol and tobacco
- Managing Risk and Personal Safety
- Puberty and Sexual Health

- Relationships
- Living in the wider world

As part of the maths curriculum, students learn about personal finance, budgeting and economic wellbeing.

Year 9

- Our young people focus on choices for Key Stage 4 and the implications of these e.g., qualification pathways.
- Year 9 CEIAG provision will be supported, as agreed in our Partnership Agreement Programme Plan, with the PAAN team and will complement the EHC plan process. 'All About Me' profiles will be completed by students expressing aspirations for their future.
- All our young people will be given the 'Moving On' booklet and invited to attend our 'Moving On' event.

Year 10/11

- Our students are introduced to the 'World of Work' programme through Life and living skills units. For our formal learners, this is a one day per week group placement at local Charities such as Phoenix Trust, Raptor Foundation or the National Trust
- Travel training programmes are put in place, where appropriate, which includes safely walking, cycling and using public buses and trains.
- 'Moving On' information event for parents/carers and students, which is held each year, ensures awareness is raised about post school opportunities.
- Consultative work commences with Social Care, Additional Needs Pathway Adviser (ANPA) and families.

Sixth Form

- CEIAG work, done with our year 10 and 11 pupils, is continued and developed at Post 16
- Functional Skills in Maths and English are delivered in school and in the community.
- Financial planning based on the Young Money Framework
- College Links programme one morning a week ensures a smooth transition between school and college.
- Work Related Learning and Enterprise including opportunities linked to catering and hospitality e.g. running a staff café, horticulture and grounds maintenance, retail in school shop, conservation with the National Trust.
- Community action project linked to National Citizenship Service and Duke of Edinburgh
- Leisure activities in the community, which include physical and creative opportunities.

Roles and responsibilities

The CEIAG programme is planned, co-ordinated and evaluated by the Deputy Head. This is supported by AHT KS 4 and 6th form, formal pathway lead and Level 4 Transition Co-ordinator

All staff deliver the PSHE programmes, and these are evaluated through Deep Dives, Evidence for Learning and staff feedback to pupils and parents. Work related learning and

transition opportunities are overseen by our Level 4 transition co-ordinator, and KS 4 and 6th Form AHT.

School based sessions are led by teachers and link to life and living skills qualifications. We work very closely with our ANPA and PAANT. The ANPA offers support, training, and briefing sessions for staff on CEIAG as required. The ANPA supports workshops for students which raise awareness of career pathways and opportunities. Staff can request training to support CEIAG policy through the Performance Management Process.

Partnerships

The CEIAG Programme is greatly enhanced through links with several partners who help us to make our students learning 'real' and up to date. As well as the strong links with our PAANT team, we constantly strive to expand and improve our links with employers and other local groups. This involvement includes the provision of CEIAG Forums for parents/carers and students, work experience placements, focus groups, talks in PSHE and Life Skills lessons, curriculum projects linked to subjects, and mock interview sessions. Our partners also include FE colleges, with whom we hold regular meetings, to review our CEIAG programme, keep up to date with curriculum changes on both sides and plan for effective student transfer.

All our pupils' parents/carers are vital to students understanding of career choices and the decisions they make. We provide all parents/carers with up-to-date information on choices 14-19 at EHCP Reviews, in the 'Moving on Options' book and at the 'Opportunities' event in the Autumn Term. We arrange for parent information sessions- CEIAG Forums in Spring and Summer terms. They are also encouraged to make appointments to talk our ANPA or to discuss individual concerns.

Impact

We continue to evaluate the programme to strive to improve its effectiveness against individual pupil's learning outcomes. All activities that form the CEIAG programme are evaluated, and information is used to inform planning for the next year.

We use a mixture of evaluation:

- Observation
- Learning walks
- Evidence for learning
- Feedback from Students
- An annual report of Work-Related Learning and Enterprise and Post-16 Transitions
- Student and Employer evaluation forms to feedback about work experience placements
- Annual audit and gap analysis of CEIAG outcomes for our learners against the 8 Gatsby Benchmarks. The framework based on these 8 benchmarks, which reflects our commitment to excellent practice in career guidance, is available on the school website.
- All evaluations are used to inform our Development Plan and school priorities.