

Linwood School Careers Education, Information, Advice & Guidance & Work-Related Learning Policy

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Key Issues

- The Business Enterprise, CEIAG and Work-Related Learning programme supports all young people at the school, increasing their self – esteem, awareness of themselves and the world around them and positively preparing them for coping with the transitions that they will face at school and beyond. This should be read in conjunction with the Employability Strategy May 2018 and used in conjunction with Linwood School's Enterprise Principles.
- Careers Education and WRL are part of the school's personal development programme within KS3, KS4 and Post 16 and are delivered either as a discrete subject or embedded into other areas of the curriculum. Business Enterprise forms part of the programme at KS4 and 5 and following an audit will be extended throughout the school.
- The Careers and Work-Related Learning undertaken at the school is mapped against the Gatsby Benchmarks and recorded in the COMPASS tool.
- The entitlement statements for students from Year 7 – Post 16 and the Careers and WRL newsletter (twice yearly) allow students and parents/carers to understand how the school will support the young person's career development and what they can expect from the Careers Education Programme through each year of the curriculum. These are displayed in each classroom where appropriate.
- The entitlement to quality CEIAG is facilitated by providing a progressive programme of careers education and works related learning. Access to appropriate information and resources about the world of work, educational, vocational and training opportunities are available from a number of sources including the school's IAG Team and resources they source, the Future Pathways evening and through the provision of Independent Advice and Guidance via the CAESC.
- Students at the school have a number of opportunities to experience the world of work and training through links with businesses, links with local training providers and through work experience placements as appropriate to individual needs and at Post 16 as appropriate.
- The assessment of learning in this area occurs through observation and/or discussion with students regarding the progress made towards the learning outcomes and through the gathering of evidence regarding their progress. There have been further opportunities introduced for young people to use the outcomes of their work-related learning towards external accreditation where appropriate and ultimately next steps taken and longer-term outcomes beyond that.

Introduction

Linwood School is a special school that supports young people with a wide range of learning difficulties, including PMLD, SLD, ASD and MLD. The school supports the careers of all its young people through the provision of a programme of Careers Education from Year 7 to Post 16 in line with the statutory duty of schools to provide careers education in Years 7-11 (1997 Education Act, 2003 Education Regulations) and to give students access to careers information and impartial guidance (2018 Careers guidance and access for education and training providers) in line with the guidance provided in 'Statutory Guidance: Impartial Careers Education' TSO October 2009. The 2011 Education Act has brought about several changes to the landscape, although at the time of reviewing the policy, the future is unclear. Regardless of this uncertainty, the commitment to Careers and Work-Related Learning at Linwood will continue to develop, in the best interest of our young people.

Through this programme and working closely with parents/carers, and external agencies as appropriate, the individual career needs of all young people at the school can be met through the relevant 14-19 pathways appropriate to individual needs.

Linwood School is committed to providing a planned programme of careers education and information, advice and guidance (IAG) for all students in Years 7-14, previously in partnership with the Connexions Service (Bournemouth, Dorset and Poole.) then from September 2012 in partnership with the Local Authority, who provided statutory provision, and since October 2014 through the school appointed independent careers advisor (Adele Miller) and subsequently a team of advisors managed by Adele.

Linwood School endeavours to follow the Careers guidance and access for education and training providers (DfE Jan 2018), the Young People's IAG Standards (DCSF, 2007) the statement of careers education principles (DCSF, 2008) and other relevant guidance, responding to individual needs as appropriate.

The CEIAG policy includes Work Related Learning and supports and underpins other key school policies. This will be reviewed as part of the school policy review cycle which repeats every 3 years and will be endorsed by the Head and Governors of the school.

Objectives

The careers programme is designed to meet the needs of all KS3 and KS4 students at Linwood School. It is differentiated and personalised to ensure progression through activities that are appropriate to students' needs and to their stages of career learning, planning and development.

The programme, in conjunction with other curriculum areas, supports our young people by increasing their awareness of themselves and the world around them, preparing them for coping positively with the transitions that they will face at school and beyond. Such transitions depend on individual circumstances and range from day or residential placements up to college, training or employment. This only highlights the importance of a broad range of opportunities within the programme of work-related learning in order to ensure that young people follow a programme that reflects their future needs.

Students are entitled to CEIAG which meets professional standards of practice and which is person-centred, impartial and confidential. It will be based on a partnership with students and their parents or



carers and other agencies as appropriate. The programme, along with other aspects of work-related learning such as Business Enterprise, will raise aspirations realistically and will challenge stereotyping whilst promoting equality and diversity.

The entitlement statements for students from Year 7 – Post 16 allow students and parents/carers to understand how the school will support the young person's career development and what they can expect from the Careers Education Programme through each curriculum year. Opportunities to plan, review and record achievements through KS3 Records of Achievement and Progress Files at KS4 and Post-16 also provide students with the opportunity to track their progress. Access to impartial advice and guidance will be available to all students from Year 9 onwards, from the independent advisor that the school will provide from September 2012. This advice will be through one to one sessions with students, parents and the advisor. This Authority will cover the statutory provision, through their attendance at Transition and Post-transition reviews where discussions of transitions take place. If a member of the IAG team isn't able to attend then contribution forms will be completed.

A progressive programme of careers education and guidance will also facilitate young people's entitlement to quality CEIAG as will access to appropriate information and resources about the world of work, educational, vocational and training opportunities either from the School Careers Resource Centre and through resources on the school intranet. Students also receive their entitlement by having the opportunity to make links to the world of work and training through links with businesses including visits and work experience (once it is re-established) and through links with local college and training providers.

Organisation and Implementation

The co-ordinator for Business Enterprise, Careers Education and Work-related Learning programme is responsible to the Head of Campus. This area is also supported by a link governor. Work experience will continue to be planned and implemented in conjunction with KS4 and Post 16 class teachers as appropriate to the needs of the students.

All staff contribute to CEIAG through their roles as tutors and subject teachers and are supported in doing so through a handbook that is disseminated at the start of the academic year as well as through meetings and ongoing dialogue. Careers lessons are either taught by the Careers Leader or the classroom teacher. Specialist sessions for personal development are also supported and where appropriate delivered by external agencies that includes health professionals, for example through the PSHE programme. The CEIAG programme is planned, monitored and evaluated. Up to date careers information is available in the Careers Resource Centre based at the Linwood main Campus and transported to meetings at other campuses and via the school intranet that has links to external resources. Some administrative support is available to the careers co-ordinator with regard to Future Pathways Evening.

The careers programme is tailored to the individual educational needs of the students. It includes: -

- Careers education sessions, either embedded or as discrete lessons
- Career education and guidance activities
- Group work
- Information and research activities using up to date resources
- Work-related learning – Business Enterprise Opportunities
- Work-related learning – Work Experience - in-school and externally
- Contribution to Annual, Transition and Post-transition Reviews
- Visits to and from businesses in the community

- Support with making applications for further education or employment
- Visits to local training / care providers
- Attendance on Link Courses with local college, where appropriate
- Opportunities to plan, review and record achievements through ROAs & Progress Files
- Access to impartial and objective advice and information from independent advisor
- Access to resources concerning world of work, educational, vocational and training opportunities, as appropriate.

Careers lessons are part of the school's personal development programme within KS3, KS4 and Post 16 and are delivered either as a discrete subject and/or embedded into other areas of the curriculum. For all students in Years 7 and 8, and Year 9 PMLD, SLD and ASD students, Careers is embedded in other curriculum areas such as PSHE, Geography and English throughout the year. This is also the case in Years 10 and 11 for PMLD and ASD students. In Year 9, for MLD students it is delivered as a discrete subject. In Years 10 and 11 through to Post 16, for SLD and MLD students, the world of work is a central focus throughout the curriculum and is delivered as part of accredited schemes and/or as a discrete subject as appropriate to include work experience preparation and follow-up. The school also has a Future Pathways Evening that is aimed at pupils and their parents from Year 9 upwards, with representatives from local post 16 provision, who are able to provide information about Post 16 options.

Learning Outcomes and Assessment

- The Gatsby Benchmarks which replaces the Statutory Guidance: Impartial Careers Education framework (DCSF 2010), (that replaced the CEG National Framework and Framework for Economic Well Being 11 – 19: Career, Work Related Learning and Enterprise (QCA December 2008) provides a framework against which the students intended career learning outcomes for students are based and provision is mapped accordingly to ensure breadth and coverage, appropriate to the needs of the pupils. In order to ensure the programme meets the needs of our learners, where objectives from earlier educational phases are more appropriate, they are used. This provides the entitlement of all pupils to a broad and balanced curriculum whilst ensuring that it is accessible to their stage of development.
- The assessment of learning in this area occurs in a number of ways but primarily through discussion and observation with students regarding the progress made towards the learning outcomes and through the gathering of evidence regarding their progress in the development of 'soft' generalizable skills crucial to the gaining and sustaining of employment and related activities. (see Employability Strategy and Enterprise policy for more details). Collections of photographic evidence and/or written evidence and external certification provide not only provide recognition of achievement and evidence of participation in work related activities but also provide a basis for monitoring, review and future planning, and helps to enhance self esteem and to provide a record of each student's progress and their achievements throughout their school career. Importantly, the evidence that the student's experiences provide also can contribute to external accreditation that has expanded to include Level 1 qualifications (broadly equivalent to low GCSE grades) for more able students.

Working in Partnership

As well as having a clear coherent programme for Careers Education, working in partnership is also key to delivering a high-quality provision for Careers Education and Guidance for all pupils. Partnerships between school, parents, independent advice and guidance providers and local businesses are all key in delivering a substantive programme.



Students in Years 7 – Post 16 have entitlement statements to give them a reference as to what they can expect and begin to understand their role so they identify a way forward for the future. Parents are consulted with regard to the setting up of work placements. As well as being invited to attend Parent Consultation Evenings and the Future Pathways Evening, parents and carers are invited to Annual, Transition and Post-transition reviews where their opinions are sought as to the plans and programmes that their son/ daughter follows.

The school has many established and some recently established links with local businesses that support work experience placements and visits. There are also links with local training providers and day centres who are invited to the Future Pathways Evening at the school and to whom visits are made as appropriate. There is an established link with Bournemouth and Poole College, through which the Year 11 MLD students who are likely to go onto the Pre-vocational Course attend the Special School Link Course in the Spring Term. Where appropriate, Post 16 students also attend the Post 16 BPCFE Link Pathway Assessment Course and the Vocational Link Course. There are also positive links with Brockenhurst College, Kingston Maurward College and Paragon Training, to which visits are made as appropriate. Links with other Supported Employment groups has been established and meetings attended regularly. Support with mock interview practice and providing support in work related learning ventures as well as providing another option for school leavers provide another arm to the programme to ensure that our young people have access to opportunities appropriate to them.

Funding

Funding for Careers and Work-related Learning come from the whole school budget and are deployed as appropriate.

Review and Development

The CEIAG programme has been mapped against the Gatsby Benchmarks which provides indications that the pupils at Linwood receive their entitlement. The basis for future evaluation and development emerge from mapping provision against the six principles of impartial careers education as set out in Statutory Guidance: Impartial Careers Education (TSO October 2009) and Quality Standards for Young People's Advice and Guidance. Areas for improvement are identified by regular review which includes feedback from students who evaluate the programme and is requested from parents through the newsletter, feedback from the Future Pathways evening and through feedback given in Transition and post Transition reviews. Staff feedback is also gained through ongoing dialogue and the needs of staff involved in delivering careers are audited in the Summer Term. As a result of the feedback, an annual development plan is written and reviewed, that allows progress to be tracked as well as a Subject leader's plan that feeds into the SDIP. A report on CEIAG is available to the senior leadership team and Governors' Curriculum Committee. Process and performance targets are written in September for inclusion in the School Development and Improvement Plan and are reported on in the Summer term.

Research and evaluation of different aspects of CEIAG is undertaken regularly and new initiatives or partners are sought to continually maintain high standards of provision. The school has established membership of Careers Charter, Investors in Careers (due to re assess in Sept 2018) and that provides opportunities for research and in keeping up to date with national developments.