Severndale Specialist Academy

Learning Community Trust

Careers Education, Information and Guidance Policy
Severndale Specialist Academy

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Introduction

Severndale Specialist Academy provides a high-quality transition, careers advice and guidance programme. This is developed throughout a student's time at the school and is supportive of their aspirations, strengths, and skills. Staff work with students to identify and develop key areas of strength and skills they will need for the future. The careers programme at Severndale Specialist Academy adheres to the Gatsby Benchmarks and strives to equip young people with the best opportunities to make informed decisions for their future. The academy work with The Marches Careers Hub to enhance opportunities for students, to keep up to date with Local Market Information (LMI) and forge links with local employers.

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education, work experience and roles and responsibilities of those involved in ensuring the Academy is meeting statutory guidance. This policy is to be read in conjunction with the Provider Access Policy.

Aims and purpose:

The aims and purpose of the Careers Programme is to:

- Prepare students for Adulthood and life beyond Severndale (social care, further education, and the world of work)
- Support students in making informed decisions which are suitable and ambitious for their individual starting points.
- Provide students with well-rounded experiences, including encounters with employers and experiences of the work-place.
- Develop transferable employability skills and personal characteristics e.g. social skills, communication, innovation, resilience and leadership.
- Support high achieving students in the curriculum and in their careers.
- Inspire and motivate students to develop their aspirations.
- Support students to confidently take part in a range of opportunities that are new to them.
- Support students' mental health and wellbeing by offering opportunities and experiences for students to take part in various job roles.

Statutory requirements and recommendations

The careers provision at Severndale Specialist Academy is in line with the statutory guidance developed by the Department for Education, which refers to:

- Section 42A and 45A of the Education Act 1997.
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008

The additional clauses added to the Education Act 1997 in September 2022, (45 and 42B), states that
• school must now secure independent careers guidance from year 7.
• school must now provide and publish careers guidance on their website.
This policy includes this information and shows how Severndale Specialist Academy complies with this requirement.

The Government recommendations include:

- to ensure that young people have a better understanding about career choice, subsequent progression and its impact on their long-term earnings.
- to assist young people in developing an understanding of the responsibilities and choices associated with parenthood.
- to develop better, and more carefully planned opportunities for young women to meet professionals working in non-stereotypical roles, and to learn more about what such work entails.
- to strengthen the knowledge and understanding of staff about the wide range of progression routes available so that girls and young women can make informed choices.
- to consider how to link the contents of lessons and skills to be developed more frequently to career opportunities.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty.

The Baker Clause
This was introduced as an amendment to the Technical and Further Education Act 2017. The Baker Clause states that school must allow colleges and training providers access to every student in Years 8 to 13 to discuss non-academic routes that are available to them. It is expected that by doing so, this will help address the UK's productivity challenges and skills shortages across a range of sectors of the economy. The Baker Clause has different implications dependent on being a school or provider. In January 2023 updated Provider Access Legislation (PAL) came into effect. This aims to strengthen the existing legislation (the Baker Clause). PAL specifies school must provide at least six encounters with approved providers of apprenticeships and technical education for all their students.

- Two encounters for students in Year 8 or 9
- Two encounters for students in Year 10 and 11
- Two encounters for students in Year 12 or 13 which have optional attendance.

The new legislations aims to help learners understand and apply for both apprenticeships and a broad range of technical education options including T – levels (equivalent to 3 A levels) and Higher Technical Qualifications.

Students at Severndale Specialist Academy are placed in this school due to working significantly below the age expectations for end of EYFS and KS1.

DFE statement - Where learners' future pathways are limited due to the nature of their specific learning needs and/or physical ability - for example where they are highly likely to proceed into adult social care - it is recognised that it may be necessary for additional flexibility in how these encounters are delivered. Schools should involve parents/carers, the Special Educational Needs Coordinator (SENCO) and other relevant staff to identify any barriers and support needed, and tailor each provider encounter appropriately and adapt the content and focus of encounters for these groups of learners to ensure that it is a realistic and meaningful experience for them. In line with the SEND information from The Department for Education, Severndale Specialist Academy therefore will adapt the content and focus of encounters for our group of learners to be a 'realistic and meaningful experience'. The Academy therefore is developing and preparing students for what is to come with the transition from school to the adult world at their own individual levels. The education of all students at Severndale Specialist Academy is personalised. Work takes place with parents and carers to support choices for individual students which may include links to colleges and social care provisions.

Careers Provision:

At Severndale Specialist Academy we have committed to:

- work with our students, parents/carers, colleges and local employers and careers experts to support our students to make the right choices for their future.
- establishing a range of employer encounters.
- ensure our students and their parents/carers can access independent careers guidance at a level suitable for them.
- use the Gatsby Benchmarks effectively to support career development support.
- provide support and guidance that is tailored to the individual needs of each student.
- provide work experience opportunities tailored to a student's individual need, beginning at Year 8 where appropriate.
- providing students from Year 8 to Year 11 at least two encounters with an employer each year.
- providing students form Year 8 to Year 11 regular sessions in which they learn about and experience a range of job roles.
- providing regularly, Hobbies and Careers lessons form Year 8 onwards to support students with learning new skills and for readiness in their next stage of life.
- providing students/parents form Year 9 onwards access to and support from a Level 6 Careers Advisor.
- providing work experience appropriate to the needs of each individual pupil from Year 10, where appropriate

All students have access to the following:

- Extra-curricular trips support students in developing their understanding of a range of different subjects
- High quality impartial advice through their Level 6 Careers Adviser
- High quality outside speakers (in person and virtually)
- Opportunity to participate in Vocational courses and develop Employability skills
- High quality externally accredited curriculum linked to Careers and preparation for life and living

Students with Special Educational Needs or Disabilities (SEND):
All students have an EHCP and therefore transition from one key stage to another is an integral part of the action planning for a student with SEND. Annual reviews of the EHCP will set out plans for effective transitions at all ages and stages.

Severndale Specialist Academy adheres to the guidance laid down by the Good Careers Guide, issued by the National Careers Service, The Gatsby Foundation and Disability Rights UK.

Careers Adviser
There is an independent Careers Advisor (Level 6), who works alongside the Assistant Principal and Careers Leader, as well as the KS3, KS4 and KS5 class teachers. The Careers Adviser will work with all students who are in Year 9 and above.

Preparing for Adulthood Social Care team:

The Assistant Principal and Careers Leader will work closely with the Preparing for Adulthood tea ensure that there is appropriate support in place for those students who require social care support and for those young people who will transfer to social care settings after their time at Severndale Specialist Academy. The Assistant Principal will facilitate visits to school and will support in the completion of assessments, this could include Capacity Assessments and Best Interest decisions.

Careers Programme:

One of the most important aspects of Careers Education is developing and preparing students for what is to come with the transition from school to the adult world. The careers programme at Severndale Specialist Academy is embedded within the curriculum. We provide a range of opportunities to support students developing knowledge of themselves and their strengths as well as their needs and role in the community. We provide them with opportunities to enable them to cope with change, become problem solvers, decision makers and risk takers, promote self-image, an awareness and knowledge of the world of work and their own work potential, opportunities to practice and prepare for the adult world, all with an emphasis on communication skills.
Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks:

1. A stable careers programme with a careers leader
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 education
8. Personal guidance

Our careers programme is delivered through a number of methods and ensures that any encounter is meaningful to the pupil. An overview of our careers progamme can be found in Appendix A.

Where appropriate, the following is also implemented:

Key Stage 3

- One-to-one careers discussions with the school Careers Advisors
- Annual reviews assess progress towards the outcomes of the EHCP, which form EHCP outcomes detailing key priorities for future success and transition.
- Representatives from a range of local businesses, industries and agencies are welcomed into school to broaden students' understanding of the working world and where possible, students are offered meaningful encounters with places of work, where they are encouraged to find out about the jobs that people do and the skills they need to do them.

Key Stage 4

- One-to-one careers discussions with the school Careers Advisors
- Careers and vocational learning underpins all learning. Curriculum areas focus on functionality and transferable skills. Students learn about the skills necessary for future success and employment and gain opportunities to learn about design, development, enterprise and entrepreneurialism.
- Students in Key Stage 4 often undertake Work Experience, either in school, in a suitable placement. This involves preparation for the placement, including the development of a personal profile, CV writing, applications and interview skills.
- The curriculum in KS4 covers economic well-being, active citizenship and enterprise. It encourages students to learn about themselves and their own skills, strengths and areas for development.
- Students are encouraged to attend careers interviews and input into their annual and transition reviews, taking greater responsibility for their own future choices and actions. College visits, taster days and short courses are offered where appropriate
- Students are encouraged to access national skills-based programmes, including the NCS programme and the Duke of Edinburgh Award where appropriate.

Key Stage 5

- One-to-one careers discussions with the school Careers Advisors
- Students may undertake a longer period of work experience in readiness for a Supported Internship or Apprenticeship where appropriate
- Students are made aware of the choices available to them, including admissions criteria and there is preparation for and support with aptitude and pre-admissions tests and applications where required.
- The curriculum for KS5 includes lessons on independent living, including financial well-being and safety.

- Where appropriate, students are taught about budgeting, taxes and health and safety in the workplace. They learn about rights and responsibilities and how this applies to employers and employees.
- Charity fundraising and enterprise activities are encouraged e.g. volunteering and work experience to support applications for further education or provision.
- A range of opportunities are advertised throughout the academic year, as appropriate to specific students.
- Students are encouraged to access national skills-based programmes, including the NCS where appropriate

Experience of the Workplace

The aim of work experience is to provide an opportunity for all students to learn in the workplace; an experience that cannot be replicated in school. All students are offered the opportunity of work experience where appropriate. Parents/carers are informed and communicated with throughout the process and a work experience agreement and information form are completed. The Careers Leader checks that the placement meets with the school's requirements, the students will be treated fairly, and they will undertake meaningful work. All students on placement are covered by the employers' insurance and places of work are risk assessed.

The Work Experience Policy is to be read in conjunction with this policy.

Parent/carer involvement

Parents/carers are also invited to an Information and Preparation for Adulthood event at school, this is regularly attended by settings that the students will transition onto and includes social care providers, education settings, along with the Preparing for Adulthood team. The event is aimed at providing an opportunity for teachers, young people and their parents/carers to meet with a range of providers who can provide support and provision to them once they have completed their schooling, gaining information regarding the different programs, provision and support available to them. The event is open for young people and parents/carers from Year 7 onwards.

Parents/carers will be consulted through regular questionnaires at parent/carer consultation events, annual reviews and general meetings in school, letters home and a specifically dedicated part of the careers section on our main school website. Feedback will be used to improve practices.

Alumnae

Alumnae are encouraged to maintain contact with the Academy, be speakers and share their profession, career path and further education with current students. They will be given the opportunity to visit regularly to share experience at informal sessions, such as transition events, end of year celebrations. Visits to colleges and social care setting often include tours by ex-students who share their perspective of transition.

Roles and Responsibilities

Role	Responsibilities

Governors Link Governor: Louise Burns	Will ensure independent careers guidance is provided to all students throughout their secondary education and that the information is presented impartially, includes a range of educational or training options and promotes the best interest of the students. Will ensure the school has published a provider access policy statement and that arrangements are in place for the school to meet the legal requirement of the 'Baker Clause' Careers Link Louise Burns will regularly engage with the Careers Advisor in relation to meeting the Gatsby Benchmarks.
Principal Lucy Lee	Will ensure the school has an effective Career Programme with is aligned to the DFE Career Strategy.
Senior Leadership Team inc Assistant Principal who is the Careers Leader Careers Leader: Liz Harrison	Will support the careers programme. Will allow training providers to access school to talk to students. Ensuring the appropriate support and resources are in place or the Careers Advisor to fulfil their responsibilities Will ensure the destinations of students on leaving school are tracked.
TLR postholder for Careers and Preparation for Adulthood. TLR Postholder: Charlotte Enticknap	Will have the responsibility for the development, running and reporting on the school's career programme. Will ensure the delivery of the schools' careers programme meets the expectations set out in the Gatsby Benchmarks. Will ensure the school has published details of its careers programme on the school website along with arrangements for providers of technical education or apprenticeships to make contact with students. Will promote local employer engagement.
Teachers All teachers at Severndale Specialist Academy	Will understand the Gatsby Benchmarks and the careers programme that Severndale offers. Will be responsible for the delivery of the careers programme and uploading evidence to Compass+.
Careers Service Future Focus: Catherine McCarty and Sally Hyatt	Will provide independent Careers Advice and guidance.
Preparing for Adulthood Social Care Team	Will support young people and their families to identify appropriate social care options. This will include identifying Personal Assistants, Short Breaks and provisions for after Severndale Specialist Academy.
Parent/carers	Will support the young person to transition onto their next step following their time at Severndale Specialist Academy Will engage will all of the support offered by the Academy and those working with the young person.