



Lavender Lodge
School

Careers and Transitions Policy

Last Update: September 2022

Next Update: September 2023

Rationale

The DfE (2018) explains that good careers guidance connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good careers guidance widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with SEND.

Lavender Lodge School is part of the Witherslack Group and provides specialist education and support for pupils with a range of strengths and needs. Pupils come to us from many regions and can leave us for destinations far and wide. Many of our pupils are particularly vulnerable to becoming NEET (Not in Education, Employment or Training) when they leave school. Recent statistics related to our pupil profile tells us just 16% of autistic adults are in full-time employment and care leavers are three times more likely to be NEET. As such, Lavender Lodge is committed to providing a high quality careers provision, complementing the work undertaken to prepare our pupils for adulthood. In line with the SEND (Special Educational Needs and Disability) Code of Practice (2015), we believe that high aspirations are crucial to success – discussions about longer term goals should start as early as possible and should focus on pupil strengths, capabilities and the outcomes they want to achieve. We have an excellent understanding of what support is effective in enabling our pupils to work towards achieving their ambitions.

This policy was developed in response to the following documents:

- Special educational needs and disability (SEND) code of practice: 0 to 25 years (DfE, 2015)
- The Autism Employment Gap (National Autistic Society, 2016)
- Improving Lives: The Future of Work, Health and Disability (DWP/DoH, 2017)
- Careers guidance and access for education and training providers (DfE, 2018)
- Routes into Work Guide (Preparation for Adulthood, 2018)
- Better off in Work Guide (Preparation for Adulthood, 2018)
- The Gatsby SEND Benchmark Toolkit for Schools (The Careers and Enterprise Company, 2018: https://www.careersandenterprise.co.uk/sites/default/files/uploaded/the_send_gatsby_benchmark_toolkit_v2.pdf)
- The Independent School Standards Guidance for independent schools (DfE, 2019)
- The Employment of Disabled People (DWP/DHSC, 2019)
- Home for Good (Care Leavers') Statistical Report (Home for Good, 2019)
- Outcomes for children looked after by local authorities in England, 31 March 2019 (DfE, 2019)
- A guide to looked after children statistics in England (DfE, 2020)

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

- Child Protection Policy and Procedures
- PSHE/Citizenship Policy
- Curriculum Policy
- Equal Opportunities Policy
- SEN Policy

- Accessibility Policy and Plan
- Data Protection Policy
- Online Safety Policy
- IT Systems and Services Acceptable Use Policy

Aims and Intent

At Lavender Lodge School, the over-arching aims for our Careers and Transition Policy are as follows:

- To plan, map and audit a Careers Education programme with clearly defined learning outcomes
- To prepare and inspire pupils to chase and achieve their dreams
- To continue to raise the long-term aspirations of our whole-school community including pupils, parents/carers, staff and other professionals supporting our pupils
- To provide Careers Education which prepares pupils for adulthood from the earliest years, including developing independence, participation in society, adaptability, resilience, optimising health and considering further or higher education and/or employment
- To develop links with further or higher education providers so that from the earliest years, pupils are encouraged to consider the prospect of college and/or university
- To develop links with a range of organisations (e.g. business, industry, STEM ambassadors), helping employers to understand the needs of our pupils, promoting future workplace accessibility
- To promote a healthy attitude towards work and to develop an awareness of the benefits of working (including where possible through access to positive role-models such as former pupils in higher education and disabled working adults)
- To develop pupil awareness of the differences between school and the fast-changing world of work
- To support pupils to explore a range of employment options, including self-employment/enterprise, supported employment, supported internships and apprenticeships
- To increase pupil awareness of employability, workplace expectations, securing employment, types of available support and the importance of a 'back-up plan'
- To provide pupils with an understanding of different career paths and to challenge work-related stereotypes, including those related to the protected characteristics outlined in the Equality Act (2010)
- To develop robust pupil-centred transition planning procedures, working in partnership with parents/carers, local authority SEND Teams, health and social care professionals and new education settings
- To offer targeted support for particularly vulnerable and disadvantaged pupils, which may include providing additional or bespoke transition support
- To track and learn from destination data as effectively as possible to gain an accurate picture of how many former pupils remain in education long-term
- To help pupils to access information and meet with external specialists from a wide range of further education (including technical qualifications and apprenticeships), higher education and training providers, so that pupils and their families can make informed choices about potential next steps e.g. through liaison with local authority SEND Teams, options evenings, assemblies, group discussions, and off-site taster days

- To provide access to high-quality and personalised impartial Careers Guidance, which informs and supports planning against the outcomes on Education, Health and Care Plans and the transition of our pupils beyond school
- To support pupils with their understanding of how to apply for the full range of academic/technical/vocational courses available to them and to help prepare them for the application process
- To use the Gatsby Charitable Foundation Benchmarks to develop and improve the overall careers provision at our school
- To track and learn from destination data as effectively as possible to gain an accurate picture of how many former pupils remain in education, employment or training long-term.

Legal Obligations

- The SEND Code of Practice (2015) explains that ***'being supported towards greater independence and employability can be life-transforming for children and young people with SEN. This support needs to start early, and should centre around the child or young person's own aspirations, interests and needs.'***
- The Independent School Standards (2019) indicates that ***'pupils receiving secondary education must have access to accurate, up-to-date careers guidance that is presented in an impartial manner; that enables them to make informed choices about a broad range of career options; and that helps to encourage them to fulfil their potential.'***
- The Careers Education element of PSHE is not yet statutory. However, it remains the vehicle through which schools can best ensure they meet the above requirement.
- The Careers Education element of PSHE is not yet statutory. However, it remains the vehicle through which schools can best ensure they meet the above requirements, along with the government recommended Gatsby Charitable Foundation Career Benchmarks.

Roles and Responsibilities

The governance structure provided by Witherslack Group ensures that Lavender Lodge School complies with the provisions of this policy and it is the Headteacher who assumes overall responsibility for the Careers provision within the school.

At Lavender Lodge School the PSHE and Functional Living Skills Lead and the Careers Lead work together to ensure that all pupils receive a high quality Careers provision and this involves joint work on auditing and development. The PSHE Lead is responsible for ensuring that the curriculum related to Careers Education is well-planned and sequenced. With the support of the Senior Leadership Team, the PSHE and Functional Living Skills Lead is responsible for ensuring that Careers Education is taught consistently well across the school, with a range of suitable resources across the age-range. The Careers Lead is responsible for the co-ordination of impartial Careers Guidance, ensuring that a written service level agreement is in place and that verbal and written advice provided to pupils is of a high quality. The Careers Lead is responsible for ensuring that parents/carers, form-tutors and the SENCO are kept up to date about possible plans for transition, with the pupil at the centre of this. The Careers Lead is also responsible for making links with a range of organisations such as further education colleges, apprenticeship providers, STEM ambassadors and local employers.

All teachers are responsible for teaching Careers lessons. They create a learning environment which allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace through a connected and sequenced curriculum either directly from their curriculum areas or indirectly through subject connections.

Implementation (Organisation and Delivery)

Careers Education Curriculum

At Lavender Lodge School, Careers Education is carefully planned and delivered primarily through our PSHE, Functional Living Skills curriculum and STEM days. PSHE/Citizenship lessons are given a high priority and are timetabled every week for all Key Stages. Some aspects of Careers Education feature across several topics, yet discrete Careers Education themes are also planned and delivered within each Key Stage. Content and planned learning outcomes become more challenging as pupils move through the school. Additionally, Careers Education is planned and delivered through discrete weekly lessons called 'Functional Living Skills' which are timetabled for all Key Stage 3 pupils and include lessons related to the World of Work, Citizenship, Travel Training and Independent Living Skills. Content and planned learning outcomes become more challenging as pupils move through the school. In Key Stage 4, pupils study an appropriate work-related learning qualification in line with their abilities (Ascentis Personal Development Level1/2, Food Hygiene and Financial Capability) and topics studied include communicating at work, exploring enterprise and health and safety in the workplace. All teachers are asked to support the career development of pupils through their subject teaching and all pupils participate in a range of planned meaningful work-related learning encounters such as mock interviews, visit from a STEM workplace ambassador, visit to a college/careers fair and enterprise competitions. Please see details of our Careers Provision Map in **Appendix 1**.

iTAC (Internal Team Around The Child) approach, which ensures that there is good communication about career planning between all staff who support the pupil in school. The impartial careers adviser meets with all pupils individually from Year 9 upwards, which is always supervised by a member of school staff. A range of education or training options for transition are explored, including apprenticeships and other vocational or academic pathways. These options include those within a pupil's own locality but other options further afield may also be explored, depending on pupil preferences, interests and needs. The guidance takes account of each pupil's views and aspirations and pupils are supported to consider what these might be. The impartial careers adviser liaises with the school's Careers Lead and SENCO who know each pupil well and consideration is given to various requirements related to transition in the SEND Code of Practice (2014), such as capacity for decision-making and pupil advocacy as appropriate. A summary report and action plan is compiled by the impartial careers adviser for the reference of pupil, their parents and other professionals as appropriate, including local authorities.

Impact and Assessment

Impact and Assessment

At Lavender Lodge School , our desired learning outcomes for each Key Stage are outlined below:

Key Stage 2

Our pupils will be able to:

- Identify personal strengths and weaknesses
- Share their strengths peers and give examples of how they have achieved things e.g. a music award, gymnastics certificate, maths challenge
- Inviting a visitor in to talk about themselves and being able to ask questions about their career pathway
- Using famous people, identify the career path they have followed from age 16; identify their achievements, challenges
- List the types of work; seasonal, part-time, full time, self-employed, portfolio, being a parent
- Look at businesses in a five mile radius and place as either a 'product' or a 'service'
- Identify and have an understanding of the changes to employment that have taken place in their local area
- Understand the purpose and benefits for having rights and the responsibilities that come with them
- Recognise health and safety around the school, risk and hazard assessments in practical situations
- Understand friendship groups and buddies, personal safety and social media, networking
- Develop their communication skills, motivation, show empathy and learn problem solving techniques
- Be creative, innovative, work as a team and enjoy a challenge
- Understand pocket money or savings.

Lavender Lodge School has the same high expectations of the quality of pupils' work in Careers Education as for other curriculum areas. Our curriculum builds on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Our assessments are used to sensitively identify where pupils need extra support, intervention or additional challenge. Teachers assess against the planned outcomes to capture progress. Strategies include additional tests/quizzes, written assignments, self/peer evaluations, use of structured questioning, presentations/role-play, pupil interviews, learning portfolios, mind-maps at the start/end of a topic and measurement against our own set of criteria, known as Wayposts. Sensitive consideration will be given to methods chosen and matched to the pupils and the content being taught. Every effort is made to track our pupil's destination data which provides us with some impact information related to our Careers provision but also helps us to complete the transition process. This is done by making contact with pupils' parents/carers/local authorities/next education providers in the first half-term after they leave us and again six months later as a minimum.

Further development and action planning

As recommended in the DfE's (2018) guidance, Lavender Lodge School has adopted the Gatsby Charitable Foundation's Benchmarks as the framework for developing and improving careers provision in schools. We are therefore committed to proactively working towards the following eight benchmarks:

- 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) Experiences of The Workplace
- 7) Encounters with Further And Higher Education
- 8) Personal Guidance/Impartial Careers Guidance

Lavender Lodge School will benchmark our starting point and progress against the Gatsby Charitable Foundation's Benchmarks using Compass and a subsequent action plan will be produced each academic year.

Monitoring and Evaluation

The quality of provision is subject to regular and effective self-evaluation, taking the form of an annual subject report for PSHE and Citizenship as well as an annual subject report for Functional Living Skills in addition to an annual self-assessment against the Gatsby Benchmarks. Information to be taken into account includes feedback from lesson visits and learning walks, planning and work scrutiny, pupil and parent feedback and pupil progress. The quality of impartial careers guidance is reviewed at the beginning of each academic year as a minimum by scrutinising the quality of written reports and gathering feedback from pupils, parents/carers and school staff as appropriate.

Policy Review

This policy will be reviewed by the PSHE and Citizenship Lead, Functional Living Skills Lead and Careers Lead on an annual basis.

Appendix 1

Please find details of our Careers provision this academic year:

<u>Year Group</u>	<u>Curriculum links</u>	<u>Half term 1</u> <u>Sept- Oct</u>	<u>Half term 2</u> <u>Nov- Dec</u>	<u>Half term 3</u> <u>Jan- Feb</u>	<u>Half term 4</u> <u>Feb- April</u>	<u>Half term 5</u> <u>April- May</u>	<u>Half term 6</u> <u>June- July</u>
Key stage 1	PSHE/FLS	STEM Project		Host our event People who help- Emergency services	Shopping STEM Project People who help me- In the community	Inspirational people Recycling project	
Visits				The Big Bang STEM TBC Emergency services employer visit Going Shopping	National Careers Week Community employer visit	Work experience in our class	Work experience in our class

3	PSHE/FLS		Jobs in my community	Growing £10 Enterprise challenge	“Making a Meal of it” challenge STEM Project	Hosting an event	STEM Project Jobs for me
Visits		Community Employers		The Big Bang STEM TBC Emergency services employer visit	National Careers Week People who help me- In the community		
4	PSHE/FLS	Strengths and Talents	Jobs in my community	Run a whole school event	STEM Project	Grow a tenner	Our school work experience STEM Project
Visits			Community Employers	The Big Bang STEM TBC Emergency services employer visit	National Careers Week People who help me- In the community		

5	PSHE/FLS	Charity (Action For Children) (Action For Children) and Fundraising		Helping Others	STEM Project Shops in the community	Plan an event	STEM Project Enterprise
Visits		Charity (Action For Children) (Action For Children) visit		The Big Bang STEM TBC Emergency services employer visit	National Careers Week People who help me- In the community	Prospects	University Visit
6	PSHE/FLS		Volunteering		Enterprise Project STEM Project Shops in the community	Work Experience- In school	STEM Project Charity (Action For Children) (Action For Children)