



Careers & 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.

Westmorland 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, disabled people are twice as likely to move out of work as non-disabled people and care leavers are three times more likely to be NEET. As such, Westmorland School is committed to supporting pupils to have aspirations and to develop an understanding of the wide range of careers open to them as they progress into adulthood. 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 Westmorland School the over-arching aims for our Careers and Transition Policy are as follows:

- To speak openly about careers and pathways to careers within a range of fields.

- 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 help to prepare our pupils and lay the foundations for possible future careers: 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.

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 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.

Roles and Responsibilities

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

At Westmorland School the PSHE Lead ensures that all pupils receive a high quality Careers provision and takes the lead in auditing and developing what is in place. The PSHE Lead, is responsible for ensuring that the curriculum related to Careers Education is well-planned and sequenced and is supported through PHSE lessons and has links throughout the curriculum. With the support of the Senior Leadership Team, the PSHE Lead is responsible for ensuring that Careers Education is taught consistently well across the school and that there are a range of suitable resources made available, including links with external education providers, employers and former pupils.

Teachers who are responsible for teaching PSHE lessons 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.

Implementation (Organisation and Delivery)

Careers Education Curriculum

At Westmorland School, Careers Education is carefully planned and delivered primarily through our PSHE curriculum. PSHE 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 and link directly with possible routes into employment that the subjects can support. Additional teaching related to Careers Education may also take place within other areas of the curriculum, including assemblies and various subject areas. All pupils participate in a range of planned, meaningful work-related learning encounters such as role play, visits from a STEM workplace ambassador, visit to colleges or universities to experience higher level resources and enterprise competitions.

Please refer to our Careers Provision Map at **Appendix 1**.

Work Experience

Westmorland School's approach to Work Experience is to provide opportunities for pupils to encounter professionals from a range of industries and sectors within the world of work. These visits link to the topic work being covered or to specific subjects, for example,

- workplace visits
- visits from a range of employers or employees with SEND
- visits from successful former pupils

Transition Planning

Discussions regarding transition to secondary education, are usually instigated by local authority SEND teams, when a pupil is in Year 5. Westmorland School ensures that robust pupil-centred transition planning procedures are in place, working in partnership with parents/carers, local authority SEND Teams, health and social care professionals and new education settings. Targeted support is provided for particularly vulnerable and disadvantaged primary-aged pupils, which may include providing additional or bespoke transition support.

There are a small number of pupils who come to our school without an Education, Health and Care Plan. On these occasions, the school will make similar robust arrangements for transition planning.

Impact and Assessment

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

Key Stage 1:

Pupils will begin to recognise their own strengths and interests.

Pupils will develop their social and communication skills.

Through the broad and balanced curriculum, pupils will begin to have an understanding of the wider world, including their place within it; Work, money and giving, Creativity and collaboration and investigation.

Key Stage 2:

Pupils will begin to recognise their own strengths and interests. They will be encouraged to look ahead at possible routes through education so that they can build on these strengths and see career options for the future.

Pupils will have had experiences linked to specific careers or work skills such as: engaging with visiting professionals from a range of industries, off-site visits and experience days.

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.

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.

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.

Policy Review

This policy will be reviewed by the PSHE Lead on an annual basis.

Appendix 1

Please find details of our Careers provision this academic year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	EHCP - Transition/Annual Reviews			National Careers Week – visit from local businesses		<p>PSHE: Introduction to the World of Work</p> <p>*Why work? Income and outgoings (including non-essential such as charity contributions)</p> <p>*Exploring jobs (including visiting speakers and workplace visits e.g. STEM Ambassadors)</p> <p>*Skills for work</p> <p>*Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> <p>*Goal setting and personal achievement portfolios</p> <p>*Managing transition and change</p>