



Mabel Prichard School

Careers Policy

Signed

Date

Review

Mabel Prichard School Career Policy Statement including provider access statement

Introduction

This policy sets out the school's arrangements for managing access to information, providers, training providers, education and employment information. This complies with the school's legal obligation under section 42B of the Education Act 1997. It also outlines our school policy on preparing students for their life beyond Mabel Prichard e.g. how we prepare them to access the world of work and further education.

Aims

The aims of Mabel Prichard's Career Policy are:

- To provide a relevant and engaging careers curriculum that meets the differing needs of our students
- To ensure that all students gain the confidence, skills, knowledge and experience required to manage their own progression into adulthood
- To ensure students know where to look for opportunities and who to ask for assistance if required
- To give students an insight into the labour market and develop the key skills they need to access it
- To provide students with access to Work Experience
- To provide impartial information on post-16/19 options
- To ensure all students have access to a careers education that includes employability skills, self-awareness of their skills and interests, exploring options and an understanding of education, training and employment routes. This includes developing transferrable skills that are desired by employers such as teamwork, resilience, problem-solving and CV writing skills
- To enable students to make plans for the future, manage their transition and develop coping strategies to deal with the changes

Context and students' entitlement

We recognise that our students will all have different pathways once leaving Mabel Prichard and we provide opportunities for students to explore these options. Common pathways for our students include:

- Further education – college and residential colleges
- Supported living – residential care settings, semi-independent living
- Independent living
- Employment – supported employment, voluntary employment, paid employment, supported internships, apprenticeships and supported apprenticeships
- Use of care services – such as daycare settings

The provision at Mabel Prichard is bespoke to individual student's needs with their next destination in mind. Consideration of the amount of support a student requires and the appropriate time for this support to be implemented is a shared decision between the careers lead, teachers, the student and their family.

See Appendix 1 for the student guide to Career programmes at Mabel Prichard School.

In line with The Department for Education Act 1997, sections 42A and 45A, all students from year 8 to year 13, all students are entitled to the following:

- Impartial and independent careers advice on a 1:1 basis that signposts a range of pathways, which will be adapted to the individual student's needs
- At each transition point, information on further education, qualifications and apprenticeships is made available. This includes access to local providers to ensure they know what each of these offers
- Support which enables them to make applications to a range of courses
- Encounters with employers (at least once a year from year 7-13)
- A Careers lead at the school responsible for overseeing the careers programme
- Access to published details of the career programme (available to young people and their families)
- An EHCP outcome linked to the transition from year 9 onwards
- Their careers and enterprise journey recorded in a format that is accessible to them (Vocational Portfolio)

Curriculum

At Mabel Prichard, we have developed a pathway structure which meets the needs of our learners. As such, everything we offer is catered to individual needs and ensures that students are reaching their full potential. We focus on teaching students skills that they can apply for the rest of their lives, whatever their destination may be. Information on the careers programme that individual students will be accessing can be discussed with their class teacher. If students are accessing content that is different from their peers e.g. Work Experience placements, this will be communicated to the student and their families on an individual basis e.g. through a letter, phone call or Class Dojo. All of our students have their own EHCP targets, tailored to their individual needs which will guide their career or transition progression and the provision that is offered to them. This is developed in consultation with teachers, students and parents to ensure that it is appropriate for their needs and creates appropriate aspirations.

Careers teaching looks different in each pathway. We focus on community inclusion, making informed choices, STEM, encounters and experiences with employers and encounters with further education. The approach to teaching careers in each pathway is outlined below:

Pre-formal Pathway
<p>Community Inclusion</p> <ul style="list-style-type: none"> ● Regular visits to the park, supermarkets, cafes and leisure activities ● Community sporting events, such as Panathlons and table cricket <p>Making informed choices</p> <ul style="list-style-type: none"> ● 'Let's Connect' focuses on choices ● Regular choices in class ● Paying attention to students' body language ● Pupil voice for annual reviews ● Appropriate communication tools, which are appropriate for different students, to allow them the opportunity to make choices through the school day <p>STEM</p> <ul style="list-style-type: none"> ● Sensory cooking and messy play ● ISE choices ● CHOICES ● Exploring materials and textures

- Cause and effect toys
- Switch work and technology
- General provision - bricks, bead runs etc.
- Communication is a form of decoding - OoR, Symbols etc.
- Lots of repetition to create anticipation and predictability
- Exploring new environments and nature
- Whole school STEM days twice per school year
- Outdoor learning

Encounters with employers and workplaces

- Investigating and exploring emergency services and how they help
- Exploring different workplaces during offsite trips
- Enterprise opportunities

Encounters with further education

- Visits to potential destination for both students and their families.
- Planned transitions

Informal Pathway

Community inclusion

- Regular visits to the park, SOAP, Thomley Hall, community cafes, local supermarkets, shopping centres and libraries
- Community sporting events, such as Panathlons and table cricket

Making informed choices

- CHOICES
- Continuous provision
- Pupil voice for annual reviews
- Appropriate communication tools, which are appropriate for different students, to allow them the opportunity to make choices through the school day

STEM

- Cooking
- Sensory and messy play
- Puzzles
- Building blocks
- Play with cars, vehicles and trains
- Physical Education
- Sensory integration
- Design & Technology play
- Cause and effect toys
- Exploring new environments and nature
- **Whole school STEM days twice per school year**
- Outdoor learning

Encounters with employers and workplaces

- Exposure to a variety of workplaces
- Visits to the community and workplaces to support them in making opportunities more accessible for our learners
- Pet care in school

- Investigating and exploring career roles, including those we encounter in our daily lives, e.g emergency services, postal workers, shop assistants
- Visits from a variety of employers with hands on activities
- In school job opportunities, e.g school library, office and class jobs
- Enterprise opportunities

Encounters with further education

- Visits to potential destination for both students and their families
- Planned transitions

Semi-Formal Pathway

Community inclusion

- Regular visits to the park, SOAP, Thomley Hall, community cafes, local supermarkets, shopping centres and libraries
- Community sporting events, such as Oxford United football sessions, Wheels for All cycling, Panathlons and table cricket

Making informed choices

- CHOICES
- Provision choices throughout the day
- Structured play
- Preferences within learning activities
- Pupil voice for annual reviews
- Attending own annual review
- Choosing recipes for cooking
- Purchasing items in the supermarket
- Being involved in discussions and decisions made around transitions

STEM

- Messy and sensory play
- Construction play
- Cooking
- STEM approved science packs
- Technology
- Exploring new environments and nature
- Outdoor learning

Encounters with employers and workplaces

- Exposure to a variety of workplaces
- Visits to the community and workplaces to support them in making opportunities more accessible for our learners
- Pet care in school
- Investigating and exploring career roles, including those we encounter in our daily lives, e.g emergency services, postal workers, shop assistants
- Investigating and exploring careers roles, including those that are of specific interest to individual student's interests
- Visits from a variety of employers with hands on activities
- Visits to Career festivals and employment forum meetings
- Planned work experience opportunities (see Work Experience Policy)
- In school job opportunities, e.g school library, office and class jobs

- Enterprise opportunities

Encounters with higher or further education

- Visits to potential destinations for both students and their families
- Planned transitions
- Visits to potential destinations to make an informed choice
- Visits from colleges, supported internship managers etc. to share information with students.

As students move through the school, we continually focus on preparing them for their adult lives. For some students, this may also include developing their vocational skills, especially within the 14-19 semi-formal pathway. As part of this, we teach the following skills:

- Appropriate dress
- Punctuality and professional conduct
- Personal organisation
- Working relationships
- Knowledge of equipment
- Health and safety
- Locating key places such as a fire exit, bathroom, and staff room, etc.
- Working as a team
- Leadership skills
- Flexibility and resilience
- Interview skills
- Application skills

Linked in with this, we develop students' understanding of their options when they leave Mabel Prichard, for example, further education, employment, care facilities, etc. As well as where to go for support e.g. the job centre. The focus on preparing for adulthood and moving on increases as students get older.

Work experience and contact with employers

The opportunity to apply and develop skills within a workplace is facilitated at Mabel Prichard through a mixture of regular off-site work experience and exploration of the world of work through structured lessons taught from school. This gives students the opportunities to develop and apply key skills they have already acquired in a range of settings, as well as preparing them for life beyond school.

Pupils have access to a wide range of work experience opportunities. This includes, but is not limited to, the following:

- Regular off-site experiences where students will stay at the same placement for a term, revisiting the placement at the same time each week. This gives them the opportunity to become familiar with the work placement and tasks that are presented to them. This allows students to develop their confidence and consolidate learning. Support staff are used to facilitate these experiences to promote greater independence across the duration of the experience.

- Regular off-site experiences in work that run the same way as above, but the student attends independently. This may also include getting themselves to and from the placement independently and managing their own time (e.g. deciding an appropriate time to leave to get there on time). Some students achieve this after receiving regular support from a member of staff, this support is slowly withdrawn, increasing student independence.
- It may be appropriate for some students to take part in block placements. This involves visiting an employer for several days or weeks at a time, facilitating a greater understanding of full-time work and supporting the transition between school life and working life in adulthood.

In addition to this, students learn about employers or companies and have regular access to them. This includes visits to different companies to find out about key job roles within them. Through these experiences, students develop skills necessary to operate in a workplace e.g. appropriate dress, timekeeping, and social interactions at work. For some of our students, the focus of work experience is to develop their key skills and generalise them in a range of settings. Other students will be learning about their options for paid employment and preparing themselves to transition to paid employment after leaving Mabel Prichard.

Additional opportunities

In addition to the curriculum offered, students also have access to many other opportunities to learn about their post-16/19 options. This includes:

- Information on options
- Series of EHCP transition meetings from year 9 onwards. Once students are in their final 2 years of school, these transition meetings are increased and support put in place to ensure students and their families have a next destination in mind and that the appropriate measures have been put in place to enable a transition between school and the next setting.
- Speakers invited to the school
- Careers advice on a 1:1 basis
- Support for their wider network (e.g. their families) to understand the options – for example, we work closely with local colleges, care providers and employers to signpost post-16/19 options.
- All of our students are offered individualised transition planning. Once students and their families have decided on their next destination, a range of support is put in place to facilitate a smooth transition between settings. For many students, regular visits to their next destination are very important at this stage of transition. Visits from key workers in the new setting (e.g. employers, new teachers, careers) to see students at Mabel Prichard can also be helpful. Staff from Mabel Prichard can facilitate the sharing of key information between the settings too. For others there are a number of tasks they need to complete to move on e.g. completing a CV to get a job, practising interview questions or filling in application forms, which we support as part of their transition.

Roles and responsibilities

At Mabel Prichard, we have an identified careers lead who is responsible for overseeing our careers offering. The careers lead is responsible for ensuring that all students receive their entitlement (see above), overseeing the transition for students and managing the whole school's approach to careers and transition information. The careers lead is responsible for overseeing the careers programme but they work closely alongside class teachers and external providers to deliver this to students.

Pupils have access to a careers adviser that can provide each student with 1:1 careers advice. Where appropriate, they may also provide group support or other input to inform students about their options. The support provided by the careers adviser will be impartial and adapted to individual students' needs.

Provider Access Requests

Any providers wishing to request access to the school should contact the school office at: enquiries@mabelprichard.org or call the school on 01865 777878. The information will be passed to the current careers lead who will then decide what is best to do with this e.g. sharing any literature with teachers and students, inviting them in to do talks, etc. The careers lead will ensure appropriate materials reach individuals and their families.

The school will make an appropriate space available for providers and students to meet e.g. the school hall for large events, a classroom for talks with students, a meeting room for small events, a space for 1:1 meetings, etc.

Recording, monitoring and evaluation

The careers lead reviews our approach regularly, checking what we offer against the Gatsby Benchmarks. Based on this, they create an action plan to improve our provision. They use the online Compass Career Benchmark tool to support their analysis of our provision.

The careers lead is also responsible for identifying and meeting the CPD needs of the wider teaching team and reviewing individual students' progress in relation to careers. A student's journey in careers and enterprise is recorded on Evidence for Learning. This includes recording any enterprise activities they have taken part in, information about any career talks they have been involved in, evidence of any work experience that they have gained, information of any further education providers they have visited and notes on career guidance given. It is the individual teacher's responsibility to make sure this information is recorded. The careers lead will use the information to inform the audit of careers provision within the school and use this to provide feedback to teachers on further ways to improve our provision.

Parent and carer involvement

Pupils' parents and carers are central to their success, both when transitioning and in adulthood. We work closely with them to ensure that we understand the wider family's wishes and work in collaboration to facilitate the transition. Parents are involved in creating EHCP targets related to the transition from year 9 onwards. They take part in an annual meeting to review progress towards these targets. Teachers also maintain an ongoing dialogue with parents throughout the year. They do this through parents' evenings, posts on ClassDojo and regular messages to keep them informed of progress and discuss steps moving forward.

APPENDIX 1 - Career programme at Mabel Prichard School - Student guide

In the future you will be leaving Mabel Prichard, to ensure you're ready to be an adult, we teach you many skills to help you in the future.

When you leave, there are lots of options open to you. This includes the following:

- Further education such as going to a college. You will have choices about the type of course you want to do. You can choose what interests you/what you'd like to learn about. Some colleges do day courses whilst others, called residential colleges, let you move in. This means you will live there during term time, eating all your meals there and sleeping there too.
- You might move into a house where people help you look after yourself, these are often called residential care settings.
- You might move into semi-independent living. This means you will have your own space to live and you will look after yourself but someone will be available to help you if you get stuck or need a little bit of help each day.
- You might live on your own. This is called independent living.
- You may stay living in your family home.
- You might go on to get a job. There are lots of different types of employment you might go into, for example, you could get a paid job, or you might do a voluntary job (this means you do not get paid). You may also get a job that involves working whilst you learn how to do this job, examples of this include supported internships, apprenticeships and supported apprenticeships.
- You might access a range of care services. An example of this is a daycare centre where you will go each day. Often these centres organise activities in the day so can do activities with friends, continue to learn life skills and have opportunities to take part in fun activities like drama and art.

To make sure you are ready for this, we do the following:

Early Years and primary	Our curriculum supports you to develop a range of key skills you need in later life. This includes fundamental skills, maths and communication skills and life skills. There is also a focus in PSHE on developing your life skills so you are best prepared for life outside Mabel Prichard.
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11-14	<p>The work that started in the early years and primary is continued. In addition to this, the following opportunities are also offered:</p> <ul style="list-style-type: none"> · You will focus more on your employability and independence skills. · You will get individualised targets based on what you need to learn and what you want to do as an adult · You will be given personal careers advice/guidance · At your EHCP meeting, you and your family will be asked to think about the future and discuss options · You will be given an EHCP target linked to transition · You will have the opportunity to gain experience in work, these opportunities will be both onsite and offsite · You will take part in enterprise opportunities · You will have contact with employers, colleges and further education settings · You will be encouraged to review what skills you have and where appropriate, do some work on CV's and interview skills · There will be more off-site learning experiences, which will increase your knowledge of the world
14-19	<ul style="list-style-type: none"> · You will focus on your employability and independence skills · You will get individualised targets based on what you need to learn and what you want to do as an adult · You will be given personal careers advice/guidance · You will be encouraged to research, explore and visit a range of next destinations · At your EHCP meeting, you and your family will be asked to think about the future and discuss options · You will be given an EHCP target linked to transition · You will have the opportunity to gain experience in work, these opportunities will be both onsite and offsite · You will take part in enterprise opportunities · You will have contact with employers, colleges and further education settings · You will be encouraged to review what skills you have and where appropriate, do some work on CV's and interview skills · There will be more off-site learning experiences, which will increase your knowledge of the world

Everything we teach you is designed for you. We will make targets that suit you and focus on getting you ready for life outside Mabel Prichard.

You can also find more information about what we teach at Mabel Prichard in our curriculum documents.

A member of the teaching team will be happy to explain any of this information to you if you would like help understanding it further.