

Church Lawton School

Career Education and Guidance Policy

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Introduction

Students at Church Lawton School all have an Education Health and Care Plan (EHCP) and have been diagnosed as being on the autistic spectrum.

The National Autistic Society states that autism is a lifelong developmental disability which affects how people communicate and interact with the world. One in 100 people are on the autism spectrum and there are around 700,000 autistic adults and children in the UK.

Autism is a spectrum condition and affects people in different ways. Like all people, autistic people have their own strengths and weaknesses. Below is a list of difficulties autistic people may share, including the two key difficulties required for a diagnosis:

Social communication

Autistic people have difficulties with interpreting both verbal and non-verbal language like gestures or tone of voice. Some autistic people are unable to speak or have limited speech while other autistic people have very good language skills but struggle to understand sarcasm or tone of voice. Other challenges include:

- Taking things literally and not understanding abstract concepts.
- Needing extra time to process information or answer questions.
- Repeating what others say to them (this is called echolalia).

Social interaction

Autistic people often have difficulty 'reading' other people - recognising or understanding others' feelings and intentions - and expressing their own emotions. This can make it very hard to navigate the social world. Autistic people may:

- Appear to be insensitive.
- Seek out time alone when overloaded by other people.

- Not seek comfort from other people.
- Appear to behave 'strangely' or in a way thought to be socially inappropriate.
- Find it hard to form friendships.

Repetitive and restrictive behaviour

With its unwritten rules, the world can seem a very unpredictable and confusing place to autistic people. This is why they often prefer to have routines so that they know what is going to happen. They may want to travel the same way to and from school or work, wear the same clothes or eat exactly the same food for breakfast.

Autistic people may also repeat movements such as hand flapping, rocking or the repetitive use of an object such as twirling a pen or opening and closing a door. Autistic people often engage in these behaviours to help calm themselves when they are stressed or anxious, but many autistic people do it because they find it enjoyable.

Change to routine can also be very distressing for autistic people and make them very anxious. It could be having to adjust to big events like Christmas or changing schools, facing uncertainty at work, or something simpler like a bus detour that can trigger their anxiety.

Many autistic people avoid everyday situations because of their sensitivity issues. Schools, workplaces and shopping centres can be particularly overwhelming and cause sensory overload. There are many simple adjustments that can be made to make environments more autism-friendly.

Anxiety is a real difficulty for many autistic adults, particularly in social situations or when facing change. It can affect a person psychologically and physically and impact quality of life for autistic people and their families.

Pupils with Autistic Spectrum Disorder generally have great difficulty processing information and are therefore likely to have problems with understanding and using language.

In addition, they often lack the motivation to communicate either verbally or non-verbally so that conversation may be limited or inappropriate.

Different social settings and group work can often cause significant difficulty and stress for the pupil with Autistic Spectrum Disorder. Their inability to fully understand other people and therefore form meaningful relationships has to be taken into account throughout their school day. Opportunities for group work are frequent in order to develop social interaction and communication skills.

Pupils with Autistic Spectrum Disorder access learning more readily if skills and tasks are presented in a concrete way through practical experiences.

Respect of achievement at any level, sensitivity and recognition of individual pupils' needs encourages the development of self-esteem and independence.

Vision and Values

The Career Education and Guidance Policy at Church Lawton School has been developed to incorporate the aims of the school and recent initiatives in career education. The programme of study will help students to explore and understand their own interests, strengths and areas for development when it comes to preparing for adulthood. Students will have opportunities to learn about different options such as apprenticeships, internships and training.

Statement of Intent

The careers provision at Church Lawton School 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.

This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

- be impartial;
- include information on a range of pathways, including apprenticeships;
- be adapted to the needs of the pupil.

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications.

The main aims of careers provision at Church Lawton School are to:

- Prepare pupils for life post-education.
- Develop an understanding of different career paths and challenge stereotypes.
- Develop an understanding of the differences between school and work.
- Inspire pupils to chase and achieve their dreams.
- Help pupils to access information on the full range of post-16 education and training opportunities.
- Support pupils after leaving school.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

1. Legal Framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

DfE 'Career's guidance and access for education and training providers'
2018

Education Act 1997

Education and Skills Act 2008

Apprenticeships, Skills, Children and Learning Act 2009

Equality Act 2010

Children and Families Act 2014

Technical and Further Education Act 2017

The School Information (England) (Amendment) Regulations 2018

2. Roles and Responsibilities

2.1 The Governing Board is responsible for:

Ensuring that all registered pupils are provided with independent careers guidance from Year 8 to Year 13

Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils and inform them about approved technical education qualifications and apprenticeships.

Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.

Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.

Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.

Providing clear advice and guidance to the Principal on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

2.2 The Careers Leader is responsible for:

Managing the provision of careers information.

Liaising with the Principal and the Vice Principal to implement and maintain effective careers guidance.

Liaising with the PSHE leader and other subject leaders to plan careers education in the curriculum.

Liaising with tutorial managers, mentors, the SENCO and head of sixth form to identify pupils needing guidance.

Referring pupils to careers advisers.

- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of school staff to promote careers guidance to their pupils.
- Using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing pupils to have access to providers of technical education, such as colleges, and apprenticeships to ensure every pupil is well-informed about their future options at every stage.
- Using the Compass tool for self-evaluating the careers provision the school offers.

- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Engaging with the designated teacher for LAC and previously LAC to ensure they know which pupils are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.
- Working closely with the SENCO and other staff to identify the guidance needs of all pupils with SEND and implement personalised support.
- Ensuring that pupils with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.
- Reporting regularly to the careers leader, regarding pupil progress and the effectiveness of the school's career plan.
- Providing a thorough, personalised career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Organising workshops for pupils and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.
- Developing incentives and initiatives which actively encourage pupils to sign up to the school's career service.
- Arranging meetings and follow-up appointments with pupils who are interested in the careers service.
- Offering services to past pupils for up to a year after their departure from compulsory education.

- Coordinating with the designated teacher to work with the relevant virtual school head (VSH) to ensure a joined-up approach to identifying and supporting career ambitions is achieved.

2.3 Teaching staff are responsible for:

Ensuring careers education is planned into their lessons.

Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.

Promoting careers guidance in the classroom through visual aids.

Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

3. A Stable Careers Programme

- a.** The school will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks. The programme will be reviewed annually against the benchmarks to ensure it remains on target.
- b.** A careers leader will be appointed to ensure the leadership and coordination of a high-quality careers programme. The careers leader is recruited alongside the suggested requirements to ensure the role is correctly fulfilled. The name and contact details of the careers leader will be published on the school website.
- c.** Details of the school's careers plan will be published on the school website inviting pupils, parents, teachers, governors and employers to provide feedback.
- d.** The Vice Principal will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that pupils have access to.
- e.** The school will work towards the Quality in Careers Standard to support the development of their careers programme, ensuring the programme is reviewed annually to ensure it is in line with the required standards.

4. Labour Market Information

- a.** The school will ensure every pupil, and their parents, has access to good-quality information about future study options and labour market opportunities.

- b.** Pupils and their parents will be referred to the National Careers Service which offers information and professional advice via a website, helpline and web chat.
- c.** The school will ensure pupils and their parents understand the value of finding out about the labour market and support them in accessing this information. Pupils and their parents will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.
- d.** The school will ensure that all pupils, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study options.
- e.** The school will provide pupils with the necessary links and information that will enable them to access this. Access will be monitored to review whether pupils are making the most of the service, and if not, what can be done to ensure they do.
- f.** The school will make use of local enterprise partnerships to provide pupils with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops in schools.
- g.** To support social mobility, the school will work to raise pupils' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for pupils to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.

5. Addressing the Needs of Pupils

- a.** The school's careers programme will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The programme will inform pupils of the range of opportunities available to them,

encouraging them to aim higher and make choices relevant to what they feel they can achieve.

- b.** All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.
- c.** Comprehensive and accurate records will be kept supporting the career development of pupils. These will be stored securely. The school will allow access to this information, should a pupil or their parent request it.
- d.** Destinations data will be retained by the school for at least three years.
- e.** Information about destinations, e.g., the percentage of pupils attending sixth form in the following term, will be published on the school's website alongside the school's careers programme.
- f.** The school will collect and analyse destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the Vice Principal and Careers Leader on an annual basis who can then base further development of the school's career guidance plan on the results and areas of success or failure.

6. Curriculum

- a.** The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching.
- b.** The school will ensure that every pupil is exposed to the world of work by the age of 14.
- c.** Pupils are expected to study the core academic subjects at GCSE, including English, maths, and science.
- d.** Pupils will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 study programme.

- e. The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom pupils can relate to.
- f. Every year, from the age of 11, pupils will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace.

These encounters will include:

Careers events such as careers talks, careers carousels and careers fairs.

Transitions skills workshops such as CV workshops and mock interviews.

Mentoring and e-mentoring.

Employer delivered employability workshops.

Business games and enterprise competitions.

- g. Middle school pupils have one discreet lesson of Career Education a week which can be related to current learning. Middle school pupils also participate in the designated Careers events where appropriate.
- h. Secondary pupils access timetabled lessons in Career Education. We aim to provide opportunities for learning to take place in the community where real life situations can be practised.
- i. In Key stage 3 and 4, there is a spiralling curriculum as we acknowledge that all pupils mature at their own speed and will only internalise new learning when they are developmentally ready. In order to ensure the highest possible level of personal development many aspects are re visited each year using age appropriate and suitably differentiated content.
- j. There are overlaps with many curriculum areas, such as maths, life skills, English, circle time/social communication groups, and community based learning range of opportunities.
- k. Preparing for Adulthood plans are written for each pupils Annual Review meeting from Year 9.

Three core elements of Careers, Employability and Enterprise:

Developing yourself through careers, employability and enterprise education	Learning about careers and the world of work	Developing your career management and employability skills
<ol style="list-style-type: none"> 1. Self-awareness 2. Self-determination 3. Self-improvement as a learner 	<ol style="list-style-type: none"> 4. Exploring careers and career development 5. Investigating work and working life 6. Understanding business and industry 7. Investigating jobs and labour market information (LMI) 8. Valuing equality, diversity and inclusion 9. Learning about safe working practices and environments 	<ol style="list-style-type: none"> 10. Making the most of careers information, advice and guidance 11. Preparing for employability 12. Showing initiative and enterprise 13. Developing personal financial capability 14. Identifying choices and opportunities 15. Planning and deciding 16. Handling applications and interviews 17. Managing changes and transitions

7. Personal Guidance

- a. All pupils will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the pupil reaches age 16, with the opportunity for a further interview by the age of 18.

- b.** Careers advisers will meet the professional standards outlined by the Career Development Institute. The school will integrate personal guidance interviews within the pastoral system so that they can be followed up by the form tutors or equivalent.
- c.** Careers advisers working with pupils with SEND will use the outcome and aspirations in the EHC plan to focus discussions.
- d.** Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. These pupils will have a named adviser who will build a relationship with them to better understand their individual needs

8. Equal Opportunities

A school's equal opportunities policy and racial equality policy apply to PSHE and citizenship. Where appropriate, teaching materials, and group activities reflect the cultural and ethnic diversity of society. Stereotyping, in terms of ethnicity, race and gender is avoided, and pupil's progress is monitored to ensure no child is disadvantaged. Equally, a child's religious beliefs and cultural differences are always respected.

The school will have regard for The Human Rights Act 1998, The Equality Act 2012 and the principles of the new Code of Practice 2014 with special focus on Student Empowerment, Parents in Partnership, Consultation and Joint Working initiatives

9. Information Sharing

- a.** The school will provide the relevant information about all pupils to the LA support services including:
 - Basic information, such as the pupil's name or address.
 - Other information that the LA requires to support the pupil to participate in education or training to track their progress.
- b.** The school's privacy notice will offer pupils and their parents the opportunity to ask for personal information not to be shared.
- c.** LAs will be notified, as early as is possible, whenever a 16- or 17-year-old pupil leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

10. Monitoring and Review

- a.** The governing board, in conjunction with the Principal and Careers Leader, will review this policy on an annual basis, taking into account the success of supporting pupils in accessing post-16 education and training.
- b.** The Principal will make any necessary changes to this policy and will communicate these to all members of staff.
- c.** The next review date for this policy is May 2022

Appendix

Learner Entitlement

At Church Lawton School you are entitled to receive a planned programme of career education, information, advice and guidance that is impartial and independent. This will help prepare you for adulthood and the world of work.

You can expect:

- Support from a class tutor who knows you and can help you to get the help you need.
- A high quality programme of careers education lessons.
- Careers education, information, advice and guidance about your learning.
- To be given the opportunity to feedback/discuss how well you think your careers lessons have helped you to prepare for the future.

By the end of Key Stage 3 you will have:

- Identified your personal strengths and weaknesses.
- Used famous people to identify the career path they have followed from age 16; identify their achievements, challenges.
- Identified different types of work; seasonal, part-time, full time, self-employed, portfolio, being a parent.
- Understood the purpose and benefits for having rights and the responsibilities that come with them.
- Investigated online presence and your digital footprint.
- Learned about how your personal skills fit into the world of work.
- Learned about skills needed within employment.
- Set personal goals.
- Completed a Preparing for Adulthood plan as part of the EHC Plan process.

- **By the end of Key Stage 4 you will have:**

- Reviewed your Preparation for Adulthood plan as part of the EHC Plan review process.
- Been given support and guidance to enable you to have a successful transition into a Post 16 placement.

- Taken part in activities to enable you to work with business partners, prepare your curriculum vitae and attend a mock interview.
- Received support and guidance to apply for a place at local further education colleges if appropriate.
- Had a careers interview as part of the EHC review process.

- **By the end of Key Stage 4 you will be able to:**
- Describe your personal qualities and skills.
- Describe how you like to learn.
- Recognise the different skills you are developing in each curriculum area.
- Describe the steps you need to take in order to make a good decision about your options.
- Use computer programmes and internet to research future careers choices and the qualifications, skills and attitudes required.
- Explain what careers you are interested in and what may help you to reach your goals.
- Understand the different levels of qualifications that are available.
- Explain what the word stereotype means and give one example of stereotyping in jobs, where appropriate.
- Understand that having a stereotypical view about people might limit your own career and learning options.

- **By the end of Key Stage 5 you will have:**
- Been given the opportunity to take part in various external work experience placements.
- Been given help and support to apply for college/work training schemes/ apprenticeships/ supported internships.
- Attended local colleges i.e., Cheshire College South & West, Reaseheath College, Stoke College.
- Had one to one careers information, advice and guidance sessions with the school's career adviser.
- Support to complete CVs and application as needed.

Other Policies

Access Policy

PSHE Policy

Curriculum Policy

Gatsby Benchmarks – <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Compass Audit Tool - <https://compass.careersandenterprise.co.uk/info>