

## LPW School

## Careers Education Information, Advice and Guidance (CEIAG) and Work Experience

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## **Rationale**

Careers education is at the heart of our School vision. We value each learner's aspirations, and we ensure that we do what we can to support each learner to get closer to these goals. All learners have an Individual Learning plan (ILP) where they can set out short, medium and long term goals to help them plan and record their aspirations, and work with their Keyworkers to achieve this. Learner's aspirations are recorded at least once a year through reviews of their Education and Health and Care plans (EHCPs) where these are in place. The focus of the support is aimed at destinations and positive onward routes.

## **The Statutory Duty for Schools to provide Careers Guidance**

All Schools now have a legal duty to provide all registered learners at School with independent careers guidance from year 7 to year 13. Young people want and need to be well-informed when making subject and career decisions.

The Governing Body must ensure that the independent careers guidance provided:

- Is presented in an impartial manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Will promote the best interests of the learners to whom it is given.

The March 2015 statutory guidance placed the emphasis on high quality, independent careers guidance to help learners emerge from School more fully rounded and ready for the world of work.

Our CIAG enables all KS4 to make the right choice about their future pathways.

Progression at the ages of 16 to further learning is now required for every young person. This means that they must be in the position to make informed choices about their study programmes. Young peoples' choices are critical and they must make the right choice

## **Aims and Purpose**

Our Careers Information is delivered through the School curriculum and develops learners' knowledge, skills and understanding of:

- Preparing students for the transition to life beyond secondary School, into further education and apprenticeships or training.
- Support students in making informed decisions which are suitable and ambitious for them
- Providing students with well-rounded experiences
- Developing characteristics e.g. social skills, communication, innovation, resilience and leadership which support students in the curriculum and in their careers
- Inspire and motivate students to develop their aspirations

- Develop understanding of vocational skills and pathways
- Independence skills
- Personal and social skills, including keeping safe.
- What their individual needs are, how they can gain support with this at Post 16 and when in employment.

## **To Endeavour to ensure that the information we provide is independent, we:**

- Have a member of staff who is trained at an appropriate level to be able to deliver CEIAG
- Invite FE providers and our Local Authority's SEND Assessment, Planning and Review Team to appropriate reviews
- Signpost learners and their families to careers exploration websites, and Bristol's Offer.
- Signpost students and their families to information events at other establishments
- Invite other providers and support organisations to attend our Parent Information sessions and workshops.

Independent Careers Guidance is delivered by our Partnership organisation Re:Build and the Local Authority Transitions SEN Team where needed. Our Person Centred Planning approach ensures that guidance is bespoke to the learner and their family and is informed by their views and aspirations. These plans contribute to the young person's Educational Health Care Plan and transition planning. We support parents in attending meetings and liaising with the SEN team around what provision would best meet their child's needs at Post 16. We gain advice from the Educational Psychologist Team to identify provision and outcomes for Post 16 students who have complex needs.

## **Our careers programme**

We have established what the key skills are that are important for our learner's next steps and have planned a curriculum around this and where appropriate, their Education and Health Care Outcomes around these. This ensures that we have high aspirations for all of our learners, that they are able to experience a range of experiences of work and that they are able to develop the skills required for the workplace and further education through our Employability qualification.

- After this input the Year 10 and 11 students receive one-to-one careers discussions with the School Careers Advisor and a detailed careers action plan is written.
- Extra-curricular clubs and trips support students in developing their understanding of a range of subjects. Students are given advice and guidance about what to participate in e.g. the National Citizenship Service.
- Students in Year 10 and 11 undertake Work Experience. The students receive extensive application support with key opportunities advertised and CV and covering letter writing workshops.
- All Year 10 and 11 students are offered an opportunity for an optional multiple careers appointment to further assist with their further education and work experience application.

- The PSHE curriculum in Year 10-11 covers economic wellbeing, active citizenship and charity fundraising
- The CEIAG advisor and keyworker work closely together to organise a range of opportunities for the students such as University visits, college visits, mock interviews and attending college interview
- Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.
- Students are introduced to careers resources and informed how to use them.
- Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions.
- Students are introduced to careers software and websites.
- Students are encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Students with complex needs, including those with and EHCP's have the SENCo's input during meetings with their Post 16 provider. The second will attend the handover meeting to ensure that all important reports and information around their additional needs is handed over effectively and supports the Post 16 providers to apply for additional funding to be put in place provision to meet needs, where required.

## **Work Experience Provision**

The aim of work experience is to provide an opportunity for all students to learn in the work place; an experience that cannot be replicated in School.

- All students are offered the opportunity of work experience. This will look different for each learner, and whilst we have specific weeks where learners have the opportunity to have a placement, we will also look outside of these times if it is more appropriate.
- This is not a compulsory part of the curriculum, but we encourage as many students as possible to undertake this.
- The overall organisation of work experience is undertaken by the Work Experience Co-ordinator (WEC) Kate Baynham, who liaises with the keyworkers. The students are encouraged to arrange their own work experience.
- The WEC checks that the placement meets with the Schools requirements, the students will be treated fairly and they will undertake meaningful work.
- All places of work are risk assessed by the WEC.

## **Providing Independent Guidance for Parents and Carers**

Parents are informed about our School curriculum via our School website, during Annual Reviews and parents evening.

They are also provided with information about our CIAG support for their child and have opportunities to meet with our Careers Lead and Transitions Co-Ordinator along with other providers and support services and supportive parents.

## **Monitoring and Evaluating the impact of our CIAG work**

- Progress towards learner's aspirations and end of key stage intended outcomes are reported back yearly in end of year reports and also at annual reviews.
- Learner's aspirations and our next steps are completed in the learner's ILP and should be reviewed termly.
- Learners have individual education plans which set targets in Math, English and social, emotional and mental health which are set and reviewed 3 times per year.
- Comprehensive graduated responses are kept for each student to track the additional provision they are receiving and the impact it has on their progress.
- We monitor intended destinations of School leavers (April) and actual destinations of School leavers (September).
- Learners at risk of being NEET are identified early and interventions planned to secure appropriate placements.
- We complete audits of our careers work each summer to ensure we know we are improving our provisions and outcomes for young people and have identified appropriate actions to improve our provisions further.