

# ASHGATE CROFT SCHOOL

## CAREERS & EDUCATION GUIDANCE POLICY

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Approved by Curriculum & Progress Committee meeting: 17<sup>th</sup> November 2016

Minute No.: 46.1/16 (C/P)

To be reviewed annually.

### **Introduction**

#### Purpose

The SEN code of practice 2014 states that schools are legally responsible for securing access to independent and impartial careers education and guidance for all their students from Year 9 onwards. Careers education is the process of providing young people and their parents/carers with information about work, training, education and/or lifestyle options. Careers & Education Guidance (CEG) is equally relevant for all pupils irrespective of their needs.

#### Aims

- To give our students the knowledge and understanding of themselves and their environment so that where possible they can make informed choices and decisions.
- To support our young people to achieve their full potential.
- To manage the transition of our students from full time education to the world beyond.

### **Procedure and Practice**

#### Teaching

All teaching is broad and balanced and differentiated by teachers to ensure that student's individual needs and abilities are met. Staff will use a variety of teaching methods as far as possible. These include role play, group discussions, didactic and interactive teaching. Video and other audio visual aids are also employed. Students are encouraged to be independent of thought. It is hoped that the variety of teaching styles enable the students to experience equal access to learning.

The class teacher, with support from the CEG coordinator, delivers the student entitlement in the following ways:

- Individualised opportunities for work experience.
- Access to information and guidance from specialist careers advisers.

Other key organisations contribute to the delivery of the programme including: multi-agency personal advisers, specific project staff, local employers training providers and day service providers.

### Work Experience

From Year 9, students should wherever possible and appropriate, take part in tailored work experience placements/experiences.

#### **All learners from Year 9 will be supported appropriately to:**

- Understand their post school options.
- Develop the skills they need to plan and manage their own personal development and career progression.
- Access relevant information and learning from taster activities and experience of work.
- Make and maintain person centred plans to help them improve their prospects of success.
- Have knowledge of Derbyshire County Council 'Local Offer' website (launched September 2014) The local offer will set out details of SEN provision- including the full range of Post-16 options and support available to children and young people with SEN and disabilities to help them prepare for adulthood.
- Obtain career guidance that is impartial, focused on individual needs and aspirations, supportive of equal opportunities and provided by people with relevant training and expertise.

### Assessment

The Middle School PSHE curriculum delivered by class teachers covers aspects of careers and the world of work. Upper school teachers follow a 5 year rolling programme of a vocational scheme of work, the long-term plan incorporates 2 enterprise projects each year. Students are assessed using learning outcome sheets and assessment for learning (AFL) techniques.

Progress is reported through annual reviews, parents' evenings and on the annual report.

### Role of the Subject Leader

- To keep up to date with government initiatives related to CEG and participate in relevant training to support a broad knowledge of CEG across all ages and abilities in school.
- To involve outside agencies in order to enhance delivery of CEG.
- To monitor and evaluate class teachers STP and MTP.
- To arrange work experience for Upper School students where appropriate.
- To risk assess every work experience placement to ensure students are using a safe and secure working environment.

## Parent/Carer Involvement

- Parent/carers will be actively encouraged to be involved in assisting their child in making realistic and positive choices.
- Signed parent/carers consent is required for all students participating in an off-site work experience.
- Parent/ carers are informed of progress within annual reviews, parents' evenings and on the annual report.
- A Parent/carers information evening will be held bi-annually in conjunction with the schools LDD advisers to support and advise parents/carers on next steps after Ashgate Croft School including education, vocational, health and social care support.

## Equality

The CEG programme is designed to meet the needs of all Upper School students at Ashgate Croft School. Activities are differentiated and personalised to ensure progression in their personal learning and development and to inspire and strengthen their motivation and aspirations.

## Monitoring of the policy

The programme is reviewed annually by the CEG subject leader to identify areas for improvement.

End of year report is completed annually.

Evaluation of different aspects of CEG is undertaken regularly.

## **Children's Rights**

Within CEG the Children's Rights which are developed are:

Article 23 – A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with a disability.

Article 28 – Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

Article 29 – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## Appendix

- DFE Careers Guidance and Inspiration in Schools (April 2014)
- SEN code of practice & National Framework 2014
- UN Convention on the Rights of the Child 2012

## References

The policy for CEG supports and is itself underpinned by a range of key school policies especially those for:

- Personal, Social and Health Education policy
- Citizenship policy
- The learning support policy
- Staff development policy
- Equality policy
- Work-related learning policy
- Recording achievement
- School Improvement Plan