



Sherwood Park School

Inspiring Autonomy and Excellence

CAREERS EDUCATION & GUIDANCE POLICY

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CAREERS EDUCATION AND GUIDANCE POLICY

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1. Rationale

Sherwood Park School is a Foundation Special School for students aged 3-19 with severe/profound and complex learning difficulties and/or disabilities as well as students with complex autism. The School operates across two sites within the London Borough of Sutton. Sherwood Park campus supports learners age 4-19 with severe learning difficulties, profound and multiple learning difficulties and autistic pupils. Sherwood Hill campus supports autistic students and severe learning disabilities and / or significant social and emotional difficulties aged. All students have an Educational, Health and Care plan.

Sherwood Park school provides a relevant and engaging careers curriculum which meets the differing needs and requirements of our pupils. This is developed throughout a pupil's time at the school and is always supportive of their abilities, strengths and skills.

2. Aims and Purpose

- Prepare pupils for the transition to life after Sherwood Park
- Support pupils in making informed decisions which are appropriate for them
- Provide pupils with well-rounded experiences
- Develop personal characteristics such as social skills, communication, independence and resilience
- Inspire and motivate pupils to develop themselves as individuals and live as independently as is possible

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education, work experience and provider access.

3. Statutory Guidance and Recommendations

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find in Section 7 of this policy.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

The above guidance requires schools to publish information about their careers programme on their website, details of which for Sherwood Park can be found within this policy.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical.

4. Roles and responsibilities

Careers leader

Our careers leaders work closely with the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:

Make sure they know which pupils are in care or are care leavers

Understand their additional support needs

Make sure that, for LAC, their personal education plan can help inform careers advice

Review our school's provider access policy statement at least annually, in agreement with our governing board

Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

The governing board

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

5. Careers Provision at Sherwood Park

Our school has an embedded careers programme that aims to inform and encourage pupils to consider what employment looks like for them, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path, and promotes a full range of appropriate technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods and all pupils have access to the following:

- EQUALS Pre-Formal, Informal, Semi-Formal or Formal curriculum - Careers and preparing for life after Sherwood Park is a fundamental aspect of all of our curricula.
- The opportunity to take part in thematic days focussed on Employment and Careers.
- The opportunity to take part in National Careers Week; exploring different jobs through external visits to places of work and visitors to the school from different employment fields, identifying their own interests, CV writing, interview preparation and mock interviews resulting in internal job opportunities within school.
- Visitors into school and off site visits; supporting pupils to develop their understanding of a range of different post 19 pathways.
- All pupils from Year 7 have access to advice and guidance from our linked Enterprise Advisor through The South London Careers Hub that works in partnership with our school and Careers Lead.
- All pupils from Year 9 complete a Vocational Profile; expressing their likes and interests and identifying the support they require to access the world of work.
- All pupils from Year 10 have access to work experience opportunities both in school and in the community
- Pupils have access to relevant higher education transition events hosted at local Post 19 provisions

The overall organisation of external work experience is undertaken by the school Careers Leader at either campus who liaises with the Upper School team to ensure the most relevant and engaging opportunities are taken. Families are informed and communicated with throughout the process and a work experience agreement form and work experience information form are completed. All pupils on placement are covered by the employers' insurance and places of work are risk assessed by the Careers Leader in liaison with The South London Careers Hub work experience database.

6. Careers Programme Throughout the School

Breadth of coverage of the careers programme will depend on the student's curriculum pathway.

Careers Programme Throughout the School	
EYFS & KS1	<p>Pupils follow the Early Years Curriculum or relevant curriculum in KS1 which includes early skills for employment such as:</p> <ul style="list-style-type: none"> ● Following instructions ● Adapting to new environments ● Building relationships with others ● Real world play (builder / nurse / doctor) ● Having more responsibility within school e.g. register monitor ● Following a visual timetables ● Transitioning to and exploring different locations around the school e.g. the hall, specialist rooms ● Real world visits (fire stations, farms etc.)
KS2	<p>In addition to the points above, pupils in KS2 will:</p> <ul style="list-style-type: none"> ● Pupils take part in discussions around different careers and education options ● School sessions from visitors on their careers ● Start to build a personal profile of interests and ambitions through exposure to a range of extra curricular activities (Key Stage 2 Options) ● As part of their Play & Leisure curriculum pupils have access to Identiplay sets such as hairdresser/doctor/farm ● Have opportunities to make decisions throughout their daily routine ● Pupils begin to experience travel training as part of their curriculum ● Make links with mainstream schools to visit and have students come into school. e.g. mainstream buddies/role models/peers ● Engaging in functional activities to develop independence e.g. cooking, personal care.
KS3	<p>In addition to the points above, pupils in KS3 will:</p> <ul style="list-style-type: none"> ● Continue to build a personal profile of interests and ambitions in Years 7 & 8 ● Convert personal profile to Vocational Profile in Year 9 ● Engaging in functional activities to develop independence through avenues of employment e.g. food preparation, hygiene, making healthy choices about diet and exercise ● Start to look at employability skills and personal presentation requirements for the workplace ● Accessing new and less familiar environments ● Continuing to build on independence and communication skills both in school and out in the community ● Work tasters - with support where needed ● Starting mini-enterprises ● Structured discussions around different careers and education options ● Access to career related role models ● School sessions from visitors on their careers ● Participation in careers week with opportunities to meet role models from different jobs

Careers Programme Throughout the School

KS4	<p>In addition to the points above, pupils in KS4 will:</p> <ul style="list-style-type: none"> ● Continue to build personal / vocational profile - use in careers sessions ● Continue to look at employability skills and personal presentation requirements for the workplace ● Explore a range of mini-enterprises focusing on specific work skills e.g. creativity, hospitality and catering, communication ● A range of work tasters with increased independence ● Internal Work experience based on personal interests and ambitions ● Structured careers advisory sessions ● Planning for employment: what qualifications do you need, what study programme should you be on, what work experience would be most helpful ● To explore post-16 pathways ● To be encouraged to use careers resources available and informed where to find out more about specific careers ● To attend a transition event about Post 16 for Parents and Pupils ● To have a careers interview ● Continue to engaging in functional activities to develop independence through avenues of employment e.g. food preparation, hygiene, making healthy choices about diet and exercise
Post 16	<p>In addition to the points above, pupils in Post 16 will:</p> <p><u>Work experience:</u></p> <ul style="list-style-type: none"> ● Engage in external work experience and community contribution projects ● Engage in out-facing enterprise opportunities within the local community ● Continue to streamline Vocational Profile to identify an appropriate Post 19 study programme ● To be supported with post 19 choices and encouraged to consider all their options including further study and Supported Internships ● To be provided with a wide range of opportunities to engage with a range of local business, FE and training providers ● To further develop economic awareness and be encouraged to think about employability, which careers appeal to them and to identify and set themselves realistic future goals <p><u>Employability skills:</u></p> <ul style="list-style-type: none"> ● Develop skills in applying for volunteer work, jobs or further education ● To develop interview techniques and complete mock interviews with local employers ● To have at least two careers interviews ● CV writing support ● Build on strengths and interests highlighted in personal / vocational profile ● Following instructions and routines in different environments and/or vocational settings ● Understanding support from the LA, e.g. do they have a supported employment service ● Actively contributing to conversations in the workplace, taking and providing instructions. ● To further develop economic awareness and be encouraged to think about employability, which careers appeal to them and to identify and set themselves realistic future goals

Careers Programme Throughout the School

Independence skills:

- Using own initiative to decide how to plan their day
- Continue to engaging in functional activities to develop independence through avenues of employment e.g. food preparation, hygiene, making healthy choices about diet and exercise
- Taking responsibility of own belongings and time, where appropriate
- Opportunities to share opinions and ideas
- Taking responsibility of own belongings and time

7. Providers Access Policy Statement

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in Years 8-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of Provider Access Requests Procedure:

A provider wishing to request access should contact our Careers Programme Leads: Simon Gale (Sherwood Park Campus) and Ali Collins (Sherwood Hill Campus), and they can be contacted by phoning 02087739930 (Sherwood Park Campus) / 02086697832 (Sherwood Hill Campus)] or emailing Simon Gale (sgale27@suttonmail.org) or Ali Collins (acollins46@suttonmail.org).

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers.

8. Premises and facilities

The school will make the main hall, classrooms or meeting spaces available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with our Careers Programme Leads Simon Gale (Sherwood Park Campus) & Ali Collins (Sherwood Hill Campus). This will be made available to pupils and families as appropriate.