Careers Guidance Policy [special schools]

1.0 Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

- High-quality careers guidance is important for our pupils' futures, and our provision aims to:
- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

2.0 Statutory requirements

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 [Enter age groups relevant to your setting] in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find on the school website.

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
- As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

This policy complies with our funding agreement and articles of association.

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. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on the school website.

3.0 Roles and responsibilities

3.1 Careers leader

Our careers leader is[Add name], and they can be contacted by phoning [Add telephone number] or emailing [Add email]. Our careers leader is a member of 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 board of trustees

3.2 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 14 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
- Are appropriately trained
- Engage with parents and carers

3.3 Careers Adviser

The careers adviser provides impartial information and guidance, helping our parents/Pupils to identify their skills and interests, explore career options and make informed decisions.

3.4 The Board of Trustees

The Board of Trustees 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 19 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 14 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

4.0 Our careers programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, 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 does not show bias towards any particular career path, and promotes a full range of 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, including:

- Guest speakers
- Workplace visits
- Events e.g. College and Career fair
- Lessons including PSHE & RHSE
- Engaging displays

[Each setting to personalise the following information]

EYFS-KS2

Since the beginning of the pupil's journey through Riverwalk school, we promote independence, life skills and making informed choices across our curriculum. We understand that this will help the pupils to build and develop skills that are needed in their later stages of life.

Key Stage 3

Our Key Stage 3 careers programme will support pupils in their planning for adulthood. This includes:

- Guest speakers
- Developing work related skills embedded within our curriculum such as self-presentation skills and time management
- PSHE and RHSE curriculum
- STEM curriculum
- Life and Living Skills
- EQUALs My Thinking and Problem Solving
- Educational offsite visits into the community e.g. supermarket

Key Stage 4

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training, as well as prepare for adulthood. This includes the opportunities listed above as well as the following:

- College, career and alternative provision event
- Mock interviews
- Personal development through class and school responsibilities
- Internal work experience opportunities
- Duke of Edinburgh
- Travel training
    - one personal guidance meeting by age 16.

Key Stage 5

Our Key Stage 5 careers programme supports pupils in planning for their future. This includes the opportunities listed above as well as the following:

- Visits to local colleges, other FE/HE providers and alternative provisions
- Educational offsite visits into the community e.g. bank, pharmacy, dentist, doctors, opticians
- Mini-enterprise schemes
- OCR accreditation
- Duke of Edinburgh
- Community work experience opportunities
- Workplace visits
- College and careers fair
- Residential visits
- DriveAbility – where appropriate
    - Sixth form pupils should receive a further meeting by age 18.

4.1 Pupils with special educational needs or disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

[Insert any further careers programme information for pupils with SEND]

4.2 How we can support our pupils

Parents/Carers

At Home:

- Establish a consistent daily routine to provide stability and predictability for the pupil.
- Support the development of self-help skills by encouraging the pupil to complete tasks independently, offering guidance when necessary.
- Maintain open lines of communication with teachers to stay informed about the pupil's progress and any challenges they may face.
- Offer a safe space for the child to express their feelings and provide reassurance and encouragement.

- Attend Annual Review meetings and other school events to stay engaged in the pupil's education.
- Offer to help with school activities or events, providing additional support to the school community.

Teachers

- Tailor teaching methods to accommodate the diverse learning needs of SEN pupils, using a variety of instructional strategies.
- Create a classroom culture that values diversity and promotes inclusion, ensuring all pupils feel respected and supported.
- Keep parents informed about their child's progress and any concerns and collaborate on strategies to support the child's learning at home.
- Engage in ongoing training to stay updated on best practices for supporting SEN students.

Employers

- provide opportunities for SEN pupils to gain work experience through internships, job shadowing, or part-time employment.
- Ensure the workplace is accessible and inclusive, with accommodations in place to support employees with SEN.
- Establish mentorship programs where experienced employees can guide and support SEN students in their career development.
- Work with local schools to develop programs that support the transition from education to employment for SEN pupils.
- Offer resources such as workshops, career guidance, and job fairs to help SEN students prepare for the workforce.
- Promote awareness and understanding of SEN within the workplace, create a culture of acceptance and support.

By working together, parents/carers, teachers, and employers can create a supportive network that helps SEN students thrive both in school and beyond.

4.3 Access to our careers programme information

A summary of our school's careers programme is published on our school website, including details of how pupils, parents, teachers and employers can access information about the careers programme. Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting the Careers Lead.

4.4 Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Feedback from stakeholders including pupil, parent/carer, teacher
- Reviewing EHCP outcomes and PLP targets
- Feedback from external visitors
- Leavers' information including destination data and feedback from new provision
- Feedback and evaluation from employers
- Compass+ Assessment
    - Recording careers participation
    - Recording careers guidance provided
    - Destination tracking
    - Pupil access to their records
    - Data protection arrangements

5.0 Links to other policies

This policy links to the following policies:

- Provider access policy statement
- Safeguarding and Child Protection policy
- RHSE policy

Document Control

Changes History

Version	Date	Amended By	Details of Change
1	10/10/2024	Andrew Aalders-Dunthorne, CEO	New policy
2	01/09/2025	Andrew Aalders-Dunthorne, CEO	Annual review
3	01/09/2026	Andrew Aalders-Dunthorne, CEO	Annual review
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Approval

This policy will be reviewed annually by CEO or as required by changes in legislation.

At every review, this policy will be approved by the Trust Board.

The policy was last approved by the Trust Board on 15/10/2026.

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