


Foreland Fields School

Careers Education Policy



Governing Body Approval and Categories

Date of Last Review / Scrutiny	26 th March 2025
Date (Month / Year) of Next Review /Scrutiny	26 th March 2028
Date Policy was Ratified	26 th March 2025
Category of the Policy	Teaching and Learning
Named Lead for Writing the Policy	Careers Lead
Named Governor for Scrutiny	Chair of Learning and Development
Approval Body	Strategy
Display on Main Web Site	Yes
NOTE: IF THIS POLICY HAS BEEN SCRUTINISED BY A DIFFERENT LEAD GOVERNOR OR BEEN RATIFIED BY A DIFFERENT GOVERNING TEAM PLEASE STATE WHICH TEAM	
Signed – Chair of Governors 	Date 26-3-25

United Nations Convention on the Rights of the Child

Foreland Fields School is a Rights Respecting School thereby this policy ensures that the following rights are acknowledged:



Article 17 (access to information from the media)

Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand.

Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

Article 29 (goals of education) 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.

Article 32 (child labour) Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

Article 36 (other forms of exploitation)

Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

Foreland Fields School

Careers Education Policy

SCHOOL VISION

At Foreland Fields School, we are dedicated to delivering high-quality Careers Education, Information, and Guidance (CEIAG) tailored to the unique needs of our young people. We recognize that the approach to CEIAG will differ among our students, with a focus for some on fostering personal independence to enrich their future life choices. As such, we term our school careers education 'Futures'. Our vision is to broaden students' exposure to the world of work and to enhance their opportunities for securing paid employment and/or engagement in meaningful work experience placements.

At Foreland Fields School we believe CEIAG planning should be person-centred, with the Education Health Care Plans (EHCP) at the centre. We support students to make choices about all aspects of their adult life including, for some, the aspiration to work.

This Careers Education Policy details how Foreland Fields School will meet statutory requirements under the Gatsby Benchmarks framework.

This document should be read in conjunction with the following school policies:

- Inclusion Policy
- RSE Policy (Relationship and Sex Education)
- Child Protection Policy
- Off-Site Education Policy
- Pupil Voice Policy
- Special Educational Needs and Disability Policy

RELATED GUIDANCE, POLICY AND PROCEDURES

- The Education Act 1997
- The Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008
- Careers Guidance and Access for Education and Training Providers - Statutory guidance for schools and guidance for further education colleges and sixth form colleges (DfE January 2023)
- The Gatsby Benchmarks - <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>
- Mental Health Capacity Act (2005)

USEFUL WEBSITES

Preparing for Adulthood Protocol (NHS/KCC January 2022):

https://www.kent.gov.uk/_data/assets/pdf_file/0010/125938/Preparing-for-adulthood-protocol.pdf

Education for Young People with SEND KCC: <https://www.kent.gov.uk/education-and-children/special-educational-needs/support-for-young-people/education-for-young-people-with-send>

Kent SEND Hub: <https://www.kent.gov.uk/education-and-children/special-educational-needs>

CONTEXT AND PRINCIPLES.

At Foreland Fields School, CEIAG is delivered through discrete Career lessons, timetabled Personal, Social, Health and Education (PSHE) lessons and through work experience, employer encounters, off-site education and other work-related experiences. Careers delivery will look different depending on the pathway in which the student is taught.

Students at Foreland Fields School all have Profound, Severe and Complex Needs, with the majority having an autistic spectrum condition. This is a consideration when providing access to CEIAG. All students at the school have some level of difficulty with social interaction and frequently have reduced levels of self-awareness. These impairments can have a significant impact on their daily functional living, which can make accessing the world of work a challenge. CEIAG therefore, will look different for students depending on their needs and this reflects the individualised learning ethos of the school.

We recognise that pupils will function at different levels of maturity during their school career, having faced a variety of life experiences and developed a range of attitudes and feelings. As such, lessons and experiences are individualised to students' needs and abilities, and, for those for whom it is appropriate, meaningful work experience placements in the world of work will be organised.

Foreland Fields School works closely with Education Business Partnerships Kent (EBPK). EBPK is a member of The Institute for Education Business Excellence which requires the business to work towards nationally recognised standards and government-related policy and directives. Where appropriate, this partnership provides students and their families access to an independent careers advisor who provides personal guidance. The school has a statutory obligation to provide students, where appropriate, with two personal guidance interviews prior to them leaving school. These are conducted in Years 10 and 13.

PROVISION OVERVIEW

The school uses the Gatsby Benchmarks as a framework to organise, inform and evaluate its career provision. We work closely with the Kent and Medway Hub Lead Careers Adviser who provides advice, and supports and organises employer encounters/careers fairs for students to attend.

The eight Gatsby Benchmarks of good career guidance are:

1. A stable careers programme
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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

In conjunction with the Kent and Medway Careers Hub Adviser, the school robustly evaluates its careers provision against these benchmarks three times a year using Compass, the Gatsby careers benchmark tool.

Students across the school work towards careers or futures in a way that is beneficial and meaningful for them. For our students in our pre-formal, informal, semi-formal and formal pathways, this will look very different.

Students in Explorers and Adventurers Pathways

Students in the pre-formal pathway (Explorers) and informal pathway (Adventurers) take part in National Careers Week activities, and, with their class teams and wider multi-disciplinary teams, work towards gaining more independence in order to increase their future life choices. Future aspirations are discussed three times a year with parents, with goals reviewed, and the teams surrounding the pupil working together with parents and carers at Annual Review meetings to discuss transition and future placements.

Students in Discoverers and Pioneers Pathways

For our students following the semi-formal pathway (Discoverers), and formal pathway (Pioneers), CEIAG has a focus on Enterprise and Post-16 and Post-19 Choices. Students, in line with the Mental Health Capacity Act (2005), are supported to make choices about their future. This is shared in EHCP meetings. All students are actively encouraged and supported to attend their EHCP meetings in order to plan for their future. In Key Stages 4 and 5, the Careers Lead is invited to these meetings to offer advice to parents/carers and students.

For our students on this pathway, CEIAG looks very different. It focuses on ensuring our learners have an opportunity to be included in working life. They are supported with communication and cognition, allowing students to have meaningful experiences that ensure they have a positive impact and are valued as part of their community. Students who are unable to engage in external work experience placements have the opportunity to be involved in school work projects and internal work experience.

Semi-Formal - Discoverers

Key Stage 3	Careers Education
Years 7, 8, 9	<ul style="list-style-type: none"> • Goal planning to identify areas of interest/transition x3 yearly • Community awareness sessions • Off-site learning – looking at different job roles in the local community • National Careers Week activities • Use of Talentino resource bank • Employer encounters through: <ul style="list-style-type: none"> ➤ Talks within school from local services, employers – e.g. life guards, fire service, ➤ Attending the school’s ‘What’s Next?’ careers fair • Transition and future destinations to be discussed as part of the Annual Review process from Year 9 • Post-16 discussions with independent adviser for students, parents and carers regarding transition options and choices
Key Stage 4 & 5	Careers Education
Years 10, 11, 12, 13,14	<ul style="list-style-type: none"> • Goal planning to identify areas of interest/transition x 3 yearly • Employer encounters through: <ul style="list-style-type: none"> ➤ Talks within school from local services, employers – e.g. life guards, fire service, ➤ Skills-based workshops with the DWP ➤ Attending the school’s ‘What’s Next?’ careers fair • Use of Talentino resource bank • Internal work experience, including: <ul style="list-style-type: none"> ➤ Organising, taking orders, making food/baking for the ‘Staff Café’ ➤ working in the school office

	<ul style="list-style-type: none"> ➤ supporting in a class as a Teaching Assistant • External work experience for students for whom it is meaningful: <ul style="list-style-type: none"> ➤ Broadstairs library ➤ Monkton Nature Reserve ➤ The Garden Gate ➤ The Gap Project • Enterprise activities • The Careers Lead is to attend KS4/5 Annual Review meetings where possible
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Pioneers Pathway

Students on the semi-formal Pioneers Pathway will receive careers education either through the PSHE curriculum in Key Stage 3, or via discrete careers lessons in Key Stage 4 and 5.

Formal - Pioneers

Key Stage 3	Careers Education
Years 7, 8, 9	<ul style="list-style-type: none"> • PHSE lessons • Goal planning to identify areas of interest/transition x 3 yearly • Employer encounters (in-person/digital) <ul style="list-style-type: none"> ➤ Talks within school from local services, employers – e.g. life guards, fire service, ➤ Skills-based workshops with the DWP ➤ Attending the school's 'What's Next?' careers fair • Provider encounters • National Careers Week • Onward destinations to be discussed at Annual Reviews from Year 9 • Transition to student's preferred KS4 destination
Key Stage 4 & 5	Careers Education
Years 10, 11, 12, 13,14	<ul style="list-style-type: none"> • Careers curriculum, including Talentino study modules – 'What is Work?', 'There is a Job for Me', 'What Should I Choose?', 'I am Ready for Work', and 'How do I Get a Job?' • Onward destinations and transitions to be discussed as part of the Annual Review Process • Goal planning to identify areas of development/interest/transition x 3 yearly

	<ul style="list-style-type: none"> • Post-19 discussions with independent adviser for students, parents and carers regarding transition options and choices in Years 10 and 13 • National careers week • Employer encounters (in-person/digital) <ul style="list-style-type: none"> ➤ Talks within school from local services, employers – e.g. life guards, fire service, ➤ Skills-based workshops with the DWP ➤ Attending the school's 'What's Next?' careers fair ➤ Attending local careers fairs and events • Provider encounters • Work experience across different sectors: <ul style="list-style-type: none"> ➤ Public Service- library ➤ Catering – The Gap Project ➤ Retail – The Pilgrim's Hospice ➤ Horticulture & Environmental– Monkton Nature Reserve and The Garden Gate ➤ Sheep Ahoy- therapeutic sessions to promote good mental health and wellbeing • Supported Internship – The Gap in the Market shop for students who can independently use public transport/access community facilities independently • Volunteering – Quex Gardens, Cotton Powell museum • Transition programmes where this is appropriate • Enterprise projects • The Careers Lead is to attend KS4/5 Annual reviews where possible
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ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

(Gatsby Benchmark 7 and compliance with the Baker clause)

Although the majority of students at Foreland Fields School choose to stay on to 6th form, we recognise that all students should understand the full range of learning opportunities available to them. This includes both academic and vocational routes and learning in schools, colleges and in the workplace. Accordingly, Foreland Field School engages with visits from a range of providers of Key Stage 4, Post-16 and Post-19 options and ensures that post-16 options are discussed with students and their parents at EHCP reviews/meetings with the independent Careers Adviser.

THE BAKER CLAUSE

As an amendment to the Education Act 2017, the Baker clause stipulates that schools must allow students access to information about technical education, qualifications, and apprenticeships. Employers and education and training providers are invited into school, and to our 'What's Next?' event, to ensure that students are fully informed about the range of technical qualifications, and to ensure the school is compliant with this duty.

PROVIDER VISITS – ACCESS POLICY STATEMENT

Foreland Field School actively encourages visits from external providers and is happy to receive requests from providers for them to visit.

This policy statement sets out the school's arrangements for managing the access of providers to Year 8 – Year 13 students at the school for the purpose of informing them of the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Procedure

A provider wishing to request access should contact:

Helen Newman (Careers Lead) helennewman@foreland.kent.sch.uk

Adrian Mount (Headteacher) adrianmount@foreland.kent.sch.uk

They can also both be contacted directly at the school by phone: 01843 863891.

Access by any visitor will need to be agreed by the Careers Lead or Headteacher prior to them coming on site. Permission will not be granted to any organisation or group or individual with an unlawful or extremist background or to anybody to whom the school does not wish to permit.

Safeguarding

The school will seek assurances that visitors have appropriate safeguarding and child protection policies and procedures in place in order to ensure that children and vulnerable adults are protected.

Appropriate checks will be undertaken in respect of visitors coming into school as outlined within national guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on site.

Opportunities for access

'What's Next?' 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. Talks and introductory taster sessions can be facilitated, with sufficient notice being given so that the premises and facilities can be booked.

Premises and facilities

The school will make space available for discussions between providers and students, as appropriate to the activity.

PARENTS,CARERS AND STUDENT INFORMATION

CEIAG Information aimed at parents/carers/students and employers can be found on the school website. Parents and carers can speak to their Class Teacher/Pathway Lead should they need further information. Alternatively, they can contact: Helen Newman, Careers Lead

