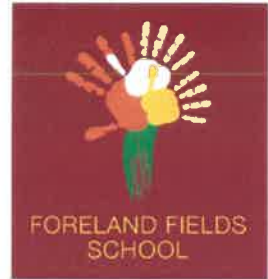


Foreland Fields School

Careers Education Policy



Governing Body Approval and Categories

Date of Last Review / Scrutiny	23 rd September 2019
Date (Month / Year) of Next Review /Scrutiny	September 2022
Date Policy was Ratified	5 th November 2019
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	Strat
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

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.

Signed (Chair of Governors):

Date: 5-11-19

Careers Education Policy

School Vision

At Foreland Fields School we are committed to providing high quality Careers Education, Information and Guidance (CEIAG) for young people with special needs. Our vision is to open up the world of work to our students and increase the opportunities our students have in finding paid employment and/or meaningful work experiences.

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 aspirations to work.

This Career Policy details how Foreland Fields School will meet and exceed statutory requirements under the Gatsby Benchmark.

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

- Inclusion Policy
- PSHE Policy
- Off-Site Education Policy
- Pupil Voice Policy
- Special Educational Needs and Disability Policy

Context and Principles.

CEIAG is delivered through timetabled Personal, Social, Health and Economic Education (PSHE) within Foreland Fields Schools curriculum and through practical work experience and work-related experiences. The students at Foreland Fields School have Profound, Severe and Complex Needs including ASD. 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.

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 ensuring CEIAG is accessible to all and all students are provided with meaningful experiences in the world of work.

In practice, Careers Education and Careers Guidance are interwoven, with the school and the Careers Service, Education Business Partnerships Kent (EBP), working collaboratively; teaching and advising during the transition phase in Years 9, 10 and 11 and beyond. In Key Stage 4 and Post 16 Department, this is central to the ASDAN curriculum (Transition Challenge and Towards Independence Programmes) and

Signed (Chair of Governors):



Date:

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students have the opportunity to be involved in highly successful Enterprise activities, work experience and meaningful experiences related to careers and post education opportunities.

Provision Overview (Gatsby Benchmark 1,2,3,4,5,6)

Students attending Foreland Fields School have a wide range of needs and therefore CEIAG will look different for students depending on their needs. This reflects the individualised learning ethos of the school and is detailed below:

Year 7, 8 and 9: Through PSHCE students explore the world of work, personal interests and visits to places of work in the community. Work base skills and personal attributes are a focus - such as motor skills, resilience and behaviour, to support students in future years.

Year 9: CEIAG becomes more personalised. Students and parents meet with the class teacher to identify the student's future aspirations, skills and abilities, linked with their EHCP. This information is shared with the independent career advisor, Education Business Partnerships Kent (EBP), who, where suitable, meets with parents and students to look at options that meet their agreed pathway.

Year 10: Students take part in on-site work experience linked to their interests and the ASDAN Curriculum. The curriculum is entirely developed to support students to learn about future pathways, make decisions and work towards meeting their highly personalised targets in the areas of employment, independent living, community inclusion and health. Students also have the opportunity to develop skills by taking part in the Duke of Edinburgh Award.

Parents and students have the opportunity to meet with their class teacher to continue the CEIAG planning post Key Stage 4.

Year 11: Students have the opportunity for supported off-site work experience in the community. This will be supported by the ASDAN curriculum studied in school. Students who are unable to engage in off-site work experience will participate in meaningful experiences related to the world of work within school such as outdoor learning and enterprise.

Parents and students have the opportunity to discuss long-term aspirations with the independent career advisor, Education Business Partnerships Kent (EBP), and this is shared during the EHCP meeting.

6th Form Education: All Post 16 students at Foreland Fields School participate in enterprise activities related to their strengths and weaknesses. Students have the opportunity to engage in weekly external work experience and develop appropriate social skills in the wider community as part of their Life Skills Programmes.

Supported Internships: Some students in 6th form have extended periods of work experience where they attend work for 2 or 3 days per week. These placements are for students who are nearly work ready and who would benefit from being in the workplace with reduced support for extended periods of time.

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Students on an Informal Curriculum: For our students on the more informal curriculum, 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.

Current initiatives include:

- An Enterprise snack trolley service selling to staff and 6th form students
- Craft activities that lead to items that can be sold at school events.
- Outdoor Learning and horticulture activities.

Encounters with Further and Higher Education Post 16 (Gatsby Benchmark 7)

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, universities and in the workplace.

All pupils from year 10 onwards have access to various transition events. These include, but are not limited to:

- School visits from local college providers
- Visits to local Further Education providers
- Visits to, and from, providers of local services such as East Kent Mencap

Foreland Fields School is also involved in an annual information event for parents/carers and students to which all local providers of education, training and social care are invited and actively encouraged in offering advice.

Students may choose not to move on to Further Education. In these instances, we will support students to transition into their new setting.

Personalised CEIAG (Gatsby Benchmark 2 and 8)

Yearly CEIAG meetings are offered from Year 9 with the Class Teacher to discuss aspirations and identified skills, interest and study options, in line with the EHCP. This includes both academic and vocational routes available to the student.

Every student is offered opportunities for guidance interviews with an Independent Careers Adviser, Education Business Partnerships Kent (EBP). These are offered in Years 9 and 11 and link with study choices, the Education Health and Care Plan and long-term career opportunities.

Signed (Chair of Governors):



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For our students following the informal pathway, CEIAG has a focus on Enterprise and Post 16 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.

Parent and Carers and Student Information (Gatsby Benchmark 7, 8)

Students have the opportunity to learn about the CEIAG provision through assemblies and symbol-supported timetables and visuals which highlight what careers support is available.

Information about CEIAG is made available to parents and carers through class letters and through the school website including the details of the schools CEIAG programme. Parents and carers can speak to their Class Teacher should they need further information.

There are also allocated in-house career advisors for Key Stage 4 (Katie Molloy) and 6th Form (Flavia Pietroforte), both of whom are Leaders of Learning.

Foreland Fields School works closely with Education Business Partnerships Kent (EBP). EBP is a member of The Institute for Education Business Excellence. This requires EBP to work towards nationally recognised standards and government related policy and directives. This partnership provides students with access to an independent careers advisor who can provide support and guidance on local services and opportunities to students and their family. Our EBP career advisor will also support the school with finding work experience placements suitable to students' interests and skills.

All students are actively encouraged and supported to attend their EHCP meetings in order to plan for their future. At Key Stage 4 and 5, external providers are invited to these meetings to offer advice to parents/carers and students.

Raising Aspirations (Gatsby Benchmark 2)

Leaders at Foreland Fields School seek to raise the aspirations of staff, families and the wider community in relation to our students and their capacity to access the working world. It is widely recognised that low expectations contribute to low achievement and poor outcomes.

Ongoing training and support is provided to the Career Advisors and PSHE Lead in order to ensure they have an up to date understanding of post-school options in order to offer valid advice and guidance.

All members of the Foreland Fields School community take seriously their duty to ensure that our young people, regardless of ability, have options open to them and are provided with sound advice and guidance in order to equip them to secure the best outcomes.

Signed (Chair of Governors):



Date:

5-11-19

Signed (Chair of Governors):

A handwritten signature in blue ink, consisting of several fluid, connected strokes.

Date: 5-11-18