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**Careers Education, Information, Advice and Guidance Policy**

School Wellbeing Policy Agreed at: Date:

Signed and Approved by:

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| Headteacher | (Signature) |
|  | (Name) |
|  | (Date) |
| Chair of Committee | (Signature) |
|  | (Name) |
|  | (Date) |

To Be Reviewed: September 2023 **Designated person: J Beresford, Assistant Headteacher**

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**Heaton School**

**Careers, Information, Advice and Guidance Policy (CIAG) 2022/23**

1. **Our vision and aims**

At Heaton school we want our students to be fully supported to achieve their optimum career/life outcomes and to provide early and effective future lives development and support that is effectively aligned to the needs of young people with SEN(D).

We will support our students to reach their future aspirations of work and life through gaining the understanding, skills and experience they need to make progress and succeed in learning and work. We believe that by doing this well we are contributing to our student’s well-being and the well-being of their families as well as building links with wider society, local communities, and businesses.

To do this, Heaton School is working closely with the Greater Manchester Combined Authority and allocated Enterprise Co-ordinators/Advisors to develop and expand its CIAG, Work-Related Learning and Work Experience offer.

We are using the Compass tool kit for special schools to measure and evaluate our careers activity against the Gatsby Benchmarks of good practice – a DfE Statutory Guidance expectation for all schools and colleges. By assessing ourselves against the Gatsby benchmarks we have identified opportunities to strengthen our careers and guidance offer and are regularly setting and reviewing actions to do so.

To help with this process we have a designated School Careers lead – Jen Beresford (Assistant Headteacher). Diane Norburn from GMCA is our Enterprise Co-ordinator for SEND and we also have a volunteer Enterprise Advisor – Nick Shephard from Manchester’s Growth Company.

Jo Holmes from Stockport Local Authority is our EHCP Co-ordinator and Careers Advisor.

1. **Meeting Legislative Requirements**

The statutory guidance from the Department for Education (DfE) on how schools provide careers education is reviewed annually and updated if necessary. The guidance includes how schools should ensure pupils are fully informed about the following:

* Post-16 education
* Career opportunities
* Apprenticeships
* Training
* Technical qualifications
* Skills for jobs

The guidance states that it applies to all students in years 9 to 13 at school and those in college up to the age of 18, with this extended to the age of 25 if they have an EHCP.

**2.1 How is this guidance organised?**

The guidance in relation to careers education is based on the eight Gatsby benchmarks. The Gatsby Benchmarks provide framework for career guidance, outlining the experiences and information each and every young person should have access to so that they can make an informed decision about their future.

The eight Gatsby benchmarks are:

1. A stable careers programme

This focuses on the importance of a clear and embedded careers education programme, known to and understood by all staff and pupils.

1. Learning from career and labour market information

Students and parents must have access to information about careers and post-16 education and the help of an ‘informed adviser’ if they request it.

1. Addressing the needs of each pupil

Tailoring the careers education programme and information available to the needs of each individual pupil and maintaining diversity and equality.

1. Linking curriculum learning to careers

Subject staff should consistently make links between their curriculum and careers with pupils.

1. Encounters with employers and employees

Provision of opportunities for pupils to learn from people in the workplace including speakers, external schemes etc.

1. Experience of workplaces

Offering first-hand experience of the workplace for pupils.

1. Encounters with further and higher education

Providing opportunities for pupils to interact with further and higher education and understand the options available to them.

1. Personal guidance

All pupils should have the opportunity to have one-to-one meetings with a career adviser to discuss their pathways and options.

**2.2 2023 updates to the guidance**

The updates released in January 2023 focused primarily on benchmarks number 5 and 7, looking at how schools and colleges provide opportunities for pupils to interact with employers, employees, training providers and representatives from further and higher education.

There is now a minimum requirement for schools to provide six encounters with a ‘provider of technical education or apprenticeships’ to pupils during their time in school from year 8 to year 13. These should be broken down into:

* Two mandatory encounters across years 8 and 9
* Two mandatory encounters across years 10 and 11
* Two encounters (mandatory for the school to hold) optional for pupils to attend in years 12 and 13

They must all be held during the normal school day and must contain information about:

* the provider
* the qualifications/apprenticeships on offer
* the career paths these may lead to
* What the training/learning looks like

Our Provider Access Statement gives detail regarding this and can be found in Appendix 1.

**3.0 What does CIAG look like at Heaton School?**

**3.1 The Curriculum**

CIAG at Heaton School is differentiated and student focused. It’s not a one size fits all programme and will be tailored to meet the needs, outcomes, aspirations, and circumstances of all our students using a student-centred approach. It is balanced and broadly based to develop the knowledge and skills of our students as appropriate to their age and stage of development.

Students at Heaton School will be offered opportunities from Year 7 to Year 14 to experience activities related to careers and planning future lives. (See Careers Programme)

**3.2 Examples of current and continuing good practice:**

• Parents meeting twice yearly to discuss student progress in areas of the curriculum as well as IEP’s and related targets. This process allows for parents, carers and families to gain insight into potential future pathways for the young person.

• Year 7 to Year 11 annual review meetings; progress towards ECHP outcomes discussed and amended if needed, reflected in review paperwork. Includes discussions around future plans and aspirations for life and work.

• Post 16 annual reviews – Year 12, 13 and 14 – More in-depth focus on transition post Heaton. Families advised and encouraged to look at options for post-19 provision and work.

• Preparation for Adulthood agenda embedded throughout the curriculum aimed at developing skills for future life, learning and work reflecting the 4 elements of Employment, Independent Living, Friends, Relationships and Community, and Good Health.

• Links with, and activities run by, external providers such as Pure Innovations and National Citizens Service, aimed at social and employability skills alongside British Values.

• Internal and external work projects including enterprise activities, charity events, sports events, and community visits.

• Employer encounters and work-place visits through community visits. For example, swimming pools and gyms, museums, cafes, supermarkets, other schools, activity centres and so forth.

• 1:1 guidance and support given to parents/families and carers as appropriate.

**3.3 Strategic Planning**

The school Careers Lead will have oversight of the careers offer and careers programme in school, liaising with school staff to embed good practice in lessons and across the curriculum. Careers will be an item on meeting agendas and staff development sessions, helping to develop understanding and effective delivery across the school.

The school Careers Lead will have regular meetings with the Senior Leadership team to discuss the careers offer across school, results from the Compass Audit and developments SEND Complex Needs cluster group meetings, in order to continually evaluate and improve Heaton School’s careers offer.

Yearly action plans will be created in order to improve the offer in line with the Gatsby Benchmarks and government legislation. This action plan will be monitored and regularly reviewed by the Careers Lead, Senior Leadership and Governing Body.

**4.0 Working towards positive outcomes**

**What does this mean for Heaton School students?**

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| **Positive Career Outcome** | **Description** |
| Paid Employment | Working 16 hours or more weekly with a contract in place. |
| Supported employment | Paid employment utilising personalised support e.g... a Job Coach enabling a disabled person to sustain paid work (Access to Work Funding). |
| Further Education | College Education – full/part time from age 16 upwards – ranging from Functional Skills to Degree Level and beyond. |
| Specialist College | Specialist further education and training colleges for students with learning difficulties and/or disabilities, sometimes residential. |
| Supported Apprenticeship | A combination of work, study and support by mixing on-the-job training with classroom learning and employed to do a real job while studying for an Entry Level 3 Functional Skills for young people with an EHC Plan, or other formal needs assessment offered on a case by case basis. |
| Supported Internship | Supported internships are a structured study programme based primarily at an employer. They enable young people aged 16-24 with a statement of SEN, or an Education, Health and Care plan to achieve sustainable paid employment by equipping them with the skills they need for work, through learning in the workplace. Supported internships are unpaid, and last for a minimum of six months but can be longer. Wherever possible, they support the young person to move into paid employment at the end of the programme either with the employer offering the internship or another employer. Alongside their time at the employer, young people complete a personalised study programme which includes the chance to study for relevant qualifications, and English and maths if appropriate. |

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| Supported Volunteering | Supported Volunteering aims to provide the support necessary to encourage confidence building and engagement in volunteering activity by people experiencing mental health problems, people with learning disabilities and other complex needs and can lead to other career outcomes. |
| Extended Work Placement | Longer period of Work Experience providing essential work skills improving employability and providing a real understanding of the workplace. Some Colleges offer bursaries for travel, subsistence etc and can work alongside a vocational course, for example. |
| Therapeutic Environments | An example could be a Specialist residential college who offer a wide range of therapeutic services/opportunities for young people age 19-25 with complex needs. |
| Supported Independent Living | This might be part time, respite/short breaks or as support to move into independent living and will be organised in conjunction with the relevant agencies and families. |

**5.0**

**Heaton School - CIAG Action Plan – 22/23**

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| **Actions** | **Gatsby Benchmark** | **Responsibility** | **Timescale** | **Measured impact** | **Summer 2023 Review** |
| Improve CIAG information on website | 1 | Jen Beresford – Assistant Headteacher and school Careers Lead | Summer Term 2023 | Visual navigation of website allowing better access to information.  Additional information created to target parents, students, and employers |  |
| Create a careers curriculum plan for all 3 key stages including WRL and work experience opportunities | 1 | Jen Beresford | End of summer term 2023 – to be embedded for 23/24 | All students have access to CIAG as appropriate to need. Increased awareness of the world of work, increase in employability skills as well as wider social skills. |  |
| Learn from Career and Labour Market Information.  Add links for parents to access on school website and through blog. | 2 | SLT | Summer Term 2023 | Increased awareness of career outcomes for students and parents and carers. |  |
| Add LMI and careers within curriculum plans to embed across the whole school.  (display posters and information around the school) | 4 | Curriculum leads | End of summer term 2023 | CIAG embedded across all curriculum areas where appropriate creating increase awareness and raising students’ aspirations for the future. |  |
| Introduce ‘Enterprise week’ for all classes and each key stage. | 4 | Teachers/Curriculum leads | 2023/24 | Development of employability skills and awareness of the world of work |  |
| Further development of meaningful encounters with further education colleges.  Organising presentations/link days/taster sessions | 7 | Jen Beresford  SLT  Class teachers | Summer 2023 to begin encounters with a full programme ready for 23/24 | Increased awareness of post 19 options across the school and for students, parents and carers |  |
| Secure school careers guidance at Level 6 | 8 | Jen Beresford/Jonathan Curtis (Headteacher) | Summer 2023 | Meeting statutory requirements of Gatsby benchmarks to ensure all students have access to independent careers advice |  |
| Further develop curriculum links to careers by:   * Evaluating and improving curriculum offer at each Key Stage through discussion with teachers and curriculum leads. * Curriculum and medium-term plans to include careers/WRL links * Ensure any employer liaisons or class visits incorporate an element of careers * Add tags to Evidence for Learning to effectively track careers encounters and work-related experiences with a view to increasing students experiences across school. | 4 | SLT  Curriculum leads  Class teachers | Autumn term 2023 | All students at Heaton School will have an enriched curriculum which is aimed at increasing confidence and independence about making decisions about the future and which is motivational and aspirational.  Increased student understanding about the world of work.  Careers and WRL is threaded throughout the whole curriculum adding value to our offer and further reflecting the Preparation for Adulthood agenda.  Careers and WRL data can be monitored and evaluated contributing to the overall school improvement plan. |  |

**Appendix 1**

**Provider access policy statement**

**Heaton School**

**1. Aims**

This policy statement aims to set out our school’s arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer. It sets out:

* Procedures in relation to requests for access
* The grounds for granting and refusing requests for access
* Details of premises or facilities to be provided to a person who is given access

**2. Statutory requirements**

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13 (see more detail in section 2.1 below).

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students.

This is outlined in section 42B of the [Education Act 1997](https://www.legislation.gov.uk/ukpga/1997/44/section/42B), the [Skills and Post-16 Act 2022](https://www.legislation.gov.uk/ukpga/2022/21/part/1) and on page 43 of guidance from the Department for Education (DfE) on [careers guidance and access for education and training providers](https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools).

This policy shows how our school complies with these requirements.

**2.1 The 6 encounters schools must offer to all pupils in years 8 to 13**

Schools must offer:

* 2 encounters for pupils during the 'first key phase' (year 8 or 9)
  + All pupils must attend
  + Encounters can take place any time during year 8, and between 1 September and 28 February during year 9
* 2 encounters for pupils during the 'second key phase' (year 10 or 11)
  + All pupils must attend
  + Encounters can take place any time during year 10, and between 1 September and 28 February during year 11
* 2 encounters for pupils during the 'third key phase' (year 12 or 13)
  + Pupils can choose to attend
  + Encounters can take place any time during year 12, and between 1 September and 28 February during year 13

These encounters must happen for a reasonable period of time during the standard school day. Schools can continue to provide complementary experiences, but encounters outside of school hours won't count towards these requirements.

Schools must ask each provider to provide the following information as a minimum:

* Information about the provider and the approved qualifications or apprenticeships they offer
* Information about what careers those qualifications and apprenticeships can lead to
* What learning or training with the provider is like
* Answers to any questions from pupils

The Careers Lead at Heaton School will liaise with appropriate providers regarding these encounters and the information shared.

**2.2 Meaningful provider encounters**

Our school is committed to providing meaningful encounters to all pupils.

1 encounter is defined as 1 meeting/session between pupils and 1 provider.

Provider encounters will be appropriate to the individual needs of the students at Heaton School and will be linked to and embedded within the curriculum. They will be accessible and differentiated to engage all participating students and these learning opportunities will be promoted to the wider school.

Parents and carers will be informed about any careers activities and discussed at reviews and parent/carer meetings.

Time for reflection and student/provider feedback will be built into the planning for these activities and will inform the future planning of any career’s activities.

**3. Student entitlement**

All students in years 8 to 13 at Heaton School are entitled to:

* Find out about technical education qualifications and apprenticeship opportunities as part of our careers programme, which provides information on the full range of education and training options available at each transition point
* Hear from a range of local providers about the opportunities they offer, including technical and further education, internships, traineeships and apprenticeships, e.g. through activities and events such as options events, assemblies and taster events
* Understand and/or be supported on how to make applications for these further opportunities

**4. Management of provider access requests**

**4.1 Procedure**

A provider wishing to request access should contact Jen Beresford, Assistant Headteacher

Telephone: 0161 432 1931

Email: jennifer.beresford@heaton.stockport.sch.uk

**4.2 Opportunities for access**

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

Please speak to our Careers Lead if you would like to discuss further opportunities or encounters.

**4.3 Safeguarding**

Our safeguarding/child protection policy outlines the school’s procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this policy.

See the policies section on our website for the Heaton School Safeguarding Policy.

**4.5 Premises and facilities**

Heaton School will be able to provide appropriate rooms and equipment to enable providers to deliver sessions effectively. SLT and the estates manager will liaise with providers regarding any other physical and technical needs.

Providers will be able to hand out or leave, for distribution to parents and carers, any prospectuses or materials pertaining to these encounters and sessions.

**5. Previous providers**

In previous years we have invited the following providers from the local area to

speak to our pupils:

*Cheadle and Marple College*

*Pure Innovations*

*Aquinas College*

*Seashell College*

**6. Pupil destinations**

Last year, our year 14 pupils moved to a range of providers in the local area after

school:

* Cheadle College
* Aquinas College
* Seashell College

**7. Complaints**

Any complaints related to provider access can be raised following the school complaints procedure found on the Heaton School website or directly with The Careers & Enterprise Company via [provideraccess@careersandenterprise.co.uk](mailto:provideraccess@careersandenterprise.co.uk)

**9. Monitoring arrangements**

The school’s arrangements for managing the access of education and training providers to students are monitored by Jen Beresford.

This policy will be reviewed by the Careers Lead and Governor for Careers Education at Heaton School.

At every review, the policy will be approved by the governing board.