

## Heaton School

### Careers, Information, Advice and Guidance Policy (CIAG) Summer Term 2021/22

#### 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 the best early career 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 community, and businesses.

To do this, Heaton School is working closely with the Careers and Enterprise Company 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 that all schools and colleges should meet by the end of 2022.

To help with this process we have a designated School Careers lead – Jen Beresford (Assistant Headteacher)

#### What does CIAG look like at Heaton School?

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.

#### 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 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.

### **Impact of Covid 19 on CIAG at Heaton School**

Unfortunately, due to the impact of Covid 19 and the restrictions placed on school, and the wider community, our Work Related and Work Experience programme was suspended, however, we were lucky to be able to continue to provide on-site provision for some students and remote learning for others aimed at maintaining all important communication and socialisation skills alongside other important skills for the future.

The Senior Leadership team, alongside our Careers Lead and Governor, will be working closely to ensure Work Related Learning and Work Experience is a staple part of our curriculum offer for 22/23 and beyond.

### **Looking to the future - working towards positive career outcomes for our students.**

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

<b>Positive Career Outcome</b>	<b>Description</b>
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.

<b>Supported Apprenticeship</b>	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.
<b>Supported Internship</b>	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.
<b>Supported Volunteering</b>	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.
<b>Extended Work Placement</b>	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.
<b>Therapeutic Environments</b>	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.
<b>Supported Independent Living</b>	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.

### **Action Plan – 22/23**

<b>Actions</b>	<b>Gatsby Benchmark</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Measured impact</b>
Improve CIAG information on website	1	Jen Beresford – Assistant Headteacher and school Careers Lead	Autumn 2022	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	Autumn 2022	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	December 2022	Increased awareness of career outcomes for students.
Add LMI and careers within curriculum plans to embed across the whole school. (display posters and information around the school)	4	Curriculum leads	December 2022	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	Summer 2023	Development of employability skills
Further development of meaningful encounters with further education colleges. (Presentations/link days/taster sessions)	7	Jen Beresford Class teachers	Summer 2023	Increased awareness of post 19 options
School careers guidance at Level 6	8	Jonathan Curtis (Headteacher)	Summer 2023	Meeting statutory requirements of Gatsby benchmarks

<p>For targeted post 16 students, develop an integrated approach to advice and guidance working on progress plans and IEP's with the students.</p>	<p>4</p>	<p>Jen Beresford</p>	<p>Summer 2023</p>	<p>Allows for a more differentiated approach for a targeted group tying in individual targets, EHCP outcomes and progress plans together.</p>
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