

CAREERS & WORK RELATED
LEARNING AND
INFORMATION, ADVICE &
GUIDANCE (CWRL & IAG)
POLICY



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1. Rationale

The purpose of this policy statement for CWRL & IAG is to show Lakeside's commitment to work related learning and development and how it fulfils its statutory obligations to ensure that vulnerable young people, who all have EHCPs, are well supported with plans specifically tailored to each individual.

This is done by:

- contributing to preparing students for the opportunities, responsibilities and experiences of adult life;
- supporting and inspiring young people to achieve their full potential, raising aspirations;
- empowering young people to plan and manage their own futures;
- making available comprehensive information so informed decisions can be made after weighing up all options;
- promoting equality, diversity, social mobility and challenging stereotypes;
- Supporting young people to sustain employability and achieve personal and economic wellbeing throughout their lives.

This policy takes into account Lakeside's overall vision and aims and is strongly linked to the ongoing School Development Plans.

Management Committee, senior leaders, parents, young people and other stakeholders have been involved in developing and approving this policy.

This policy is based on the latest Statutory Guidance 'Careers guidance and access for education and training providers' (January 2018) as well as the CDI Framework for careers, employability and enterprise education (March 18) which covers careers, enterprise and work related education and the statutory duty for schools to provide impartial, independent guidance from years 9 to 14, placing emphasis on involving employers and providing students with experiences in the world of work.

2. Responsibilities / Key Personnel

Day to day responsibility for managing and co-ordinating the process including liaison with FE Colleges, Training Providers and Employers is with the Careers Leaders:- **Hannah Sarborough** and **Lynne Frewin**.

The Link Governor nominated for responsibility in this area: - ??????????????

The Headteacher provides information at Management Committee meetings.

A Working Group which meets frequently (minimum half-termly) is made up of the Careers Lead, Work Experience & Transition Support Worker (WEX&TSW) and an Advisor from YC Hertfordshire. Provision is carefully planned on an individual basis taking each young person's strengths and interests into account. We review and evaluate each placement so we can further improve our approach and offer to maximise success.

Liaison with subject coordinators to establish how their subject contributes to CWRL & IAG, including contributing to students' knowledge and understanding of the opportunities opened up by the subject, lies with the Careers Lead. In addition, YC Hertfordshire provides Service Level Agreements (SLAs) which are monitored by the Senior Leadership Team (SLT), who, on a yearly basis, agrees the package based on the number of leavers. The budget is made available to support other activities to support preparing for adulthood.

Careers-related information is regularly fed back to all staff in staff meetings.

There is a designated careers section in the library stocked with college prospectuses and work related learning information. Leaflets of youth activities offered in Hertfordshire are also available.

3. Commitment

Lakeside is committed to:

- preparing students to manage their future education and provision pathway throughout adult life through a planned programme of CWRL & IAG during their school career;
- maximising the benefits for students by using a whole-school approach involving parents/carers, an external IAG provider, employers and other local agencies;
- recognising our statutory duties to secure independent, impartial face-to-face careers guidance for pupils in years 9 to 14 that includes information on the full range of education and training options, including vocational pathways where appropriate;
- recognising the importance of providing young people with real-life contacts and experiences from the world of work;
- ensuring that all students have equity of access to impartial advice and guidance from external sources.

This policy takes account of other provision policies such as Autism, Child Protection, Children Looked After, Equality, Diversity & Accessibility and Safeguarding.

4. Delivery of Curriculum

The school fulfils the requirements of the Statutory Careers Guidance and Access for Education and Training Providers and has chosen to adopt the Gatsby Benchmarks to guide development within the careers curriculum.

The Framework for careers, employability and enterprise is mapped with Compass and meets the 'Gatsby benchmarks' of:

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 education
8. Personal guidance

Regular meetings are held with the Career & Enterprise Company's enterprise Co-ordinator and the local Enterprise Adviser who help to monitor progress against these benchmarks. Applications for college are done with young people and taster and transition visits organised as necessary.

Careers Education begins in Early Years through making simple choices, social interaction and community awareness and is developed across the curriculum as pupils move up through the school.

Each year the Youth Connexions Personal Adviser and the school Careers Subject Leader draw up a Partnership Agreement which details the Careers Education and Guidance Programme. The knowledge, skills and understanding will differ to meet the needs of pupils (severe learning difficulties) with a range of diagnosis, including Autism, PMLD etc.

Objectives

1. To develop self-awareness, to know their own likes and dislikes, as well as their own abilities and support needs.
2. To be able to communicate information about themselves and their preferences to other people.
3. To develop self-esteem, assertiveness, self-advocacy.
4. To be able to make choices.
5. To know about their right to equality of opportunity as well as understanding the implications of their disabilities.

6. To be involved in recording and reviewing their experiences and achievements, identifying their goals, negotiating targets and action planning. To select materials to present to others as appropriate.
7. To know their next class teacher and to take part in activities to prepare them for transition.
8. To participate in the decision making process with a network of support at each stage in their lives.
9. To know about and experience a range of adult environments including the world of work. To know about future options, who to ask for help and guidance and how to apply for such.
10. To develop key skills, i.e. improving own learning, working with others, communication, numeracy, ICT and problem solving as outlined in the Extended Learning curriculum section 'My Future' that is taught in the Post 16 department.
11. To support positive transitions post-18.
12. To develop relevant social independent and employability skills through work and community based learning e.g. reliability, responsibility, ability to work without close supervision, travel skills, appropriate dress, personal hygiene, and social behaviour.
13. To access up-to-date and unbiased information on future learning and training, careers and labour market information
14. The school to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement.

Lakeside School encourage students to broaden their horizons and explore their own aspirations throughout their life at school to ensure students' readiness to take the next step in their lives.

The curriculum is delivered in a variety of ways, matching specific learning styles and abilities of each individual child, meeting the needs of pupils with a diagnosis alongside severe learning difficulties including Autism and PMLD.

Mode of delivery may include;

- Pictorial, visual and oral presentations
- Practical experience
- Modelling
- A range of curriculum media – signs/ symbols/ augmentative tools.
- Auditory presentation
- Multi-sensory experience
- Investigation
- Exploratory play
- Didactic approach
- Kinaesthetic approach

5. Personalised provision

Currently our offer is broken down into the following:

- All Year 9 and above pupils receive impartial advice and guidance from YC Hertfordshire including a Preparing for Adulthood (PFA) report and attendance at their EHCP review.
- All Year 13 and Year 14 pupils receive impartial advice and guidance for transition planning.
- WRL opportunities are planned for Year 9 and over pupils which are embedded into the curriculum.

YC Hertfordshire and College Transition Support Workers (TSW) attend Parents' evenings. YC Hertfordshire are in school at least once per half term and work intensively with colleges, parents and other agencies to remove barriers to ensure that young people move on to suitable provision. Options booklets and prospectuses are given to all students including bursary information and travel options.

Lakeside differentiates support because some YC Hertfordshire hours are used ad-hoc to intensively support young people who may be having particular transition issues (for example - prior challenging behaviour which may still be included in their EHCP, or an unwillingness to leave).

For Children Looked After (CLA) provision, YC Hertfordshire are allocated additional time for extra guidance and produce an action plan, this is reviewed annually. YC Hertfordshire also attends all PEPs and CLA reviews along with the appropriate schools staff.

6. Staffing and Resources

YC Hertfordshire provides Service Level Agreements (SLAs) which are monitored by the Senior Leadership Team, who, on a yearly basis, agrees the package based on the number of leavers. The budget is made available to support other activities.

Meetings are documented.

Careers-related information is regularly fed back to all staff in staff meetings.

In the school library, there are careers-related resources which are accessible to pupils across all Key Stages.

There is an induction for new staff and updates in staff meetings.

The Careers Lead visits colleges regularly and liaises with them to find out about provision updates and also attends an annual IAG conference.

The school is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

7. Cross Curricular Links

Careers Education is cross curricular, providing pupils with opportunities to use literacy, numeracy and communication skills in real life situations, some within the context of school and some in the local community.

Careers seamlessly links to topics included within the PSHE/Citizenship curriculum.

8. Assessment

Lakeside will carry out regular audits against the Gatsby Benchmarks through The Careers and Enterprise Company, Compass Tool and SLT monitoring against the plan.

The formative assessment process informs half-term planning and the setting of priority outcomes to focus learning for individual pupils and their specific needs. Progress is monitored over time and planning is adjusted where needed to support pupils to progress from a known starting point. Evidence is gathered through photographs, videos and detailed annotations using an online assessment system (SOLAR). Summative assessment will be based on the P-levels for Personal Health and Social Development (PSHE) and informs their yearly report to parents and other professionals through EHCP.

Assessment in Early Years is undertaken using the Hertfordshire Baseline Assessment (SLD) and the Foundation Stage Profile.

Post 16 students are assessed and can gain accreditation using the AQA Unit Award Scheme framework, Bronze/Silver Duke of Edinburgh Awards. Extended Learning also run a Young Enterprise Company.

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students. The careers programme is evaluated in a number of ways, including:

- Student feedback on their experience of the careers programme and what they gained from it
- Staff feedback on careers lessons, World of Work week activities, mock interviews etc

- Gathering informal feedback from external partners and from parents
- Quality assurance of careers lessons as part of the tutor time programme

9. Pupils' Presentation and Recording

Pupil's work may be presented through:-

- Practical experience
- Demonstration
- Video
- Photo
- Oral/sign/gesture
- Pictorial
- Formal
- Computer generated/assisted with software 'Communicate in Print'
- Written

Achievements may be recorded and celebrated in:-

- The Pupil Progress Evidence file within the online assessment system.
- Annual Reviews
- Curriculum files/recorded data
- Parent/Teacher consultations
- Achievement assembly
- The presentation of certificates

10. Events for Parents and Carers

Transition from school to college and beyond is supported through a range of events within the academic year, which consist of:

- An Annual transition evening for year 9 – 14 parents which provides them with an opportunity to meet a range of providers and colleges.
- College Open Days and personalised tours.
- Year 13 'Planning Live' is an event which enables pupils and their parents to meet with key professionals and organisations with the view to establishing what the 'perfect week' would look like after school. Each parent will have the opportunity to discuss provision with the following:-
 - Local FE Colleges (HRC, NHC and Oaklands)
 - 0-25 Team
 - YC Hertfordshire
- Transition Parent Consultation – held during the summer term once college placements have been allocated.
- Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via letters and phone calls home, the school website/portal and social media.

Parental Involvement:

Our young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. Our school is keen to foster parental involvement in the careers programme, wherever possible.

11. Review Procedures

This Policy is to be reviewed, by the coordinator, annually or earlier if necessary.

Issue	Amendment	Date
1	First Issue	March 2019
2		March 2020
3		March 2022
4		May 2023

12. References

The Gatsby Benchmarks www.gatsby.org.uk/education/focus-areas/good-career-guidance.