



**The Sunflower Federation**

# **Careers Guidance Policy**

**Preparing for Adulthood and Work  
Related Learning and Information,  
Advice and Guidance**

**FGB 28<sup>th</sup> November 2023**

(Due to be reviewed 2025)

**Jane Rogers** \_\_\_\_\_  
on behalf of SFG Governors

**Merja Paakkonen** \_\_\_\_\_  
Head teacher

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## **1. Rationale**

At Breakspeare School we believe that Preparing for Adulthood and Work Related Education and Information, Advice and Guidance make a major contribution to preparing our students for the opportunities and experiences throughout life. Our Preparing for Adulthood, Work Related Learning and Information, Advice and Guidance Programme has the following aims:

- Develop and foster employability skills in individual learners throughout their time at Breakspeare School
- To ensure that all our students leave Breakspeare School and go into an appropriate destination suited to their needs and interests
- Where appropriate students have the opportunity to encounter a range of experiences within the workplace
- To involve parents and carers

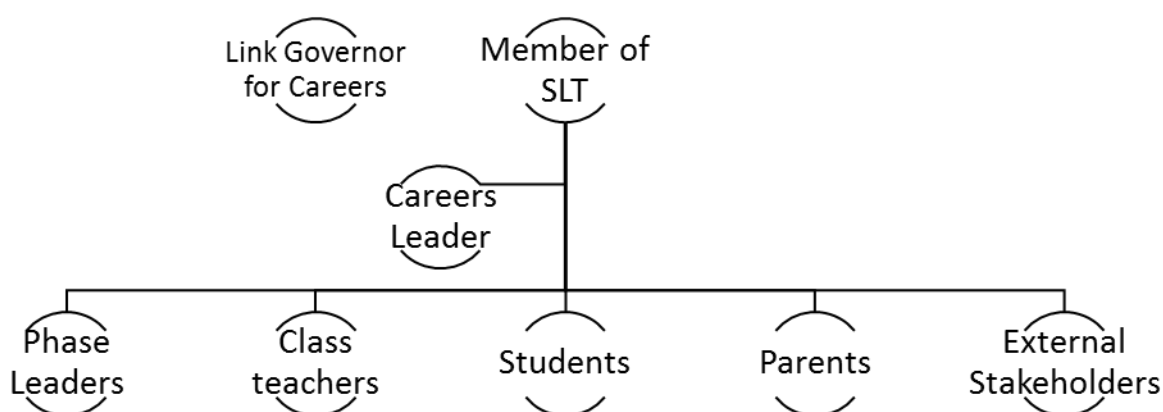
## **2. Vision and Commitment**

Through Breakspeare's Preparing for Adulthood and Work Related Education and Information, Advice and Guidance Programme we aim to support all of our students' personal wellbeing as well as inspiring our students to achieve their full potential and to support them to make successful transitions within school and beyond.

### **Breakspeare School:**

1. is committed to maximise the benefits for students by using a whole school approach involving parents and carers, YC Hertfordshire, employers and other local agencies including local FE colleges
2. is committed to fulfilling our statutory requirements, as set out in The Education Act 2011. This is outlined in section 42A, Part VII of the Education Act 1997, requiring schools to secure access to independent careers guidance which includes information on the full range of education, training and personal development options for pupils in Years 7-13. We recognise that careers guidance will need to be individualised to meet the specific needs of each student
3. will ensure that all students have equity of access to impartial careers advice and guidance from external sources
4. recognises the importance of providing young people with real-life contacts and experiences from the world of work
5. is committed to achieving excellence in this area of the curriculum accredited through the Quality in Careers Standard
6. Will ensure that Careers education is in line with the identified strands as outlined by The Gatsby Benchmark
7. Will ensure that eight The Gatsby Benchmarks are implemented as part of our curriculum offer

### 3. Management Structure



#### **Link Governor :**

Laura Plant

**Member of SLT** who has strategic responsibility for Preparing for adulthood and work related learning , Information, Advice and guidance at Breakspeare School :

Gillian Ellis (Assistant Headteacher)

#### **Careers Leader:**

Gillian Ellis (as Phase Leader)

#### **Overview of their strategic responsibility for Preparing for adulthood and work related learning, Information, Advice and guidance at Breakspeare School**

The designated senior leader who oversees the curriculum in the school has overall responsibility for CEIAG. The careers leader is accountable to the senior leader with regard to aspects of leadership, management, coordination and networking so that the careers education meets the requirements for the school. The senior leader will meet regularly with the careers leader to ensure a level of support that facilitates the role to be carried out effectively. The senior leader will ensure the profile of careers education in the school is maintained and communicated effectively to the staff to ensure the best standards and outcomes for the students.

**Gillian Ellis**, Assistant Headteacher and Phase two, Phase leader is the Preparing for Adulthood lead at Breakspeare School and has responsibility for the following;

- Writing, reviewing and evaluating of the Preparing for adulthood and Work Related Learning programme.
- External accreditations, ASDAN (Preparation for Adulthood pathway) and AQA Units, that support the curriculum
- Facilitating Annual planning meetings to discuss key stage 4 & 5 students.
- Liaising with further education facilities and agencies to support parents and students.

- Organising, alongside the class teacher, work related learning placements (where appropriate) in the form of work experience or volunteering.
- Organising, alongside the class teacher, opportunities for students to partake in work related learning in the local community such as attending Sunnyside project in order to experience the work place
- Liaising with the Careers and Enterprise Company; employment and skills co-ordinator to help source employment advisors and links with employers.
- To identify and report back to SLT how external provider such as YC Herts can support transition into adulthood for our students.
- To communicate with other relevant agencies such as social care, transition workers at the local colleges to support the transition of individuals beyond Breakspeare.
- To work in conjunction with SLT, other phase leaders and other leads within the school to identify specific student needs.
- To meet with senior leadership team to review the careers curriculum to determine budget implications and to ensure services can be continued.
- To ensure that there is clear progression through the curriculum to develop students careers, employability and enterprise skills

The link governor supports the careers lead in overseeing and evaluating the Preparing for Adulthood and Work Related Learning and Information, Advice and Guidance programme.

Class teachers are responsible for the day-to-day delivery of Preparing for Adulthood and Work Related Education within their own classrooms.

## 4. Curriculum Provision

Our 'Myself' curriculum has Preparing for Adulthood principles embedded into each phase of our school. We aim to prepare our students for adulthood by developing their functional communication skills, social skills and independence skills. We support and encourage students to develop interests and leisure opportunities and where possible include them within student's individual learning. We differentiate our provision/ delivery so that it is commensurate to our student's abilities and offer our students a bespoke program tailored to their individual needs:

**Autism (ASD)** The curriculum is tailored to meet the individual needs of students, to address their barriers to learning and build on their strengths. We offer differentiated learning opportunities and support according to the students' educational needs and individual interests. Teaching and learning is delivered across a variety of contexts, meeting the child where he/she feels happy and safe to learn. This could be at times as part of a whole class lesson, or in smaller groups or on an individual basis anywhere in the school community.

**(PMLD)** young people with profound and multiple learning difficulties will be operating within Pathway 1. For this cohort of students it is important to capture their learning and enable them to move forward. We need to find new ways to get in to their world and bring the world to them. We need to engage the students so that they want to learn and this necessitates a creative and flexible approach. The individualised curriculum is constructed from an in depth understanding of each and every student.

All students who have been assessed under Solar Routes for learning and pathway 2 will be continuously working towards targets that develop student's self-awareness, self-determination and self-improvement as a learner across the curriculum.

Please see below for an outline of the key activities we offer to each Year Group.

<b>Year Group</b>	<b>Activity</b>	<b>When</b>	<b>CDI Framework outcome</b>
Years 7 to Post 16	Work related learning opportunities which includes: <ul style="list-style-type: none"> <li>- Writing an application</li> <li>- Attending an interview</li> <li>- Signing and contract</li> <li>- Attending to work related responsibilities</li> <li>- Employability skills</li> </ul>	On going	Developing self-confidence and communication skills Developing myself through careers, employability and enterprise education Learning about and developing functional learning skills
Year 7,8, 9	Experiencing different work/leisure environments through differentiated visits	ongoing	Learning about careers and the world of work Developing myself through careers, employability and enterprise education
	Topic from Myself curriculum: Developing self confidence	Autumn Term	Developing myself through careers, employability and enterprise education
	Opportunities Event -- opportunities to link with post 19 providers	Spring Term	Developing carer management, employability and enterprise skills
	Create Project- arts project promoting collaboration of the Arts and working together with mainstream schools	Summer Term	Learning about careers and the world of work Developing myself through careers, employability and enterprise education Developing carer management, employability and enterprise skills
	Sensory Careers: experiencing the work of a gardener, cook, cleaner, librarian	Summer Term	Learning about careers and the world of work Developing myself through careers, employability and enterprise education Developing carer management, employability and enterprise skills
Year 10 ,11	Begin Working towards gaining external accreditations; Arts Award	Year 10 and continue until year 14	Learning about careers and the world of work

	AQA and ASDAN supporting preparing for adulthood and transition		Developing myself through careers, employability and enterprise education Developing carer management, employability and enterprise skills
	Attend joint project with other secondary schools	Scheduled events during school year	Developing myself through social and employability skills
Year 12,13, 14	Accessing community more frequently In school Work shadowing Workplace Visits Independently work related learning opportunities	throughout the year	Learning about careers and the world of work Developing employability skills; independence skills, Developing self through preparing for adulthood and careers
	Enterprise event	Year 13 /14	Learning about careers and world of work Through enterprise education
Year 14	Planned transition days to college	Spring / Summer term	Preparation for adulthood and next stages for life beyond Breakspeare School

Breakspeare School has developed its Preparing for Adulthood, Work Related Learning and Information, Advice and Guidance programme using the eight Gatsby Benchmarks of Good Career Guidance.

### **What are 'The Gatsby Benchmarks'?**

*The Gatsby Benchmarks were developed on behalf of the Gatsby Foundation by Sir John Holman. They define what world class careers provision in education looks like and provide a clear framework for organising the careers provision at your school or college.*

*The eight benchmarks are:*

1. *A stable careers programme*
2. *Learning from careers and labour market information*
3. *Addressing the needs of each student*
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*

<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Please click on the link above to see our action plan which outlines Breakspeare School's progress towards meeting the eight Gatsby Benchmarks.

## **5. Entitlement**

Planning for Adulthood and Work Related Education is an important component of the "Myself" curriculum at Breakspeare School.

EHCP targets are assessed throughout

A YC Hertfordshire Adviser is available to all of our students and their parents. The YC Hertfordshire Adviser is responsible for writing 'Preparing for Adulthood' Transition Plans for students in year 9 upwards. This uses a person-centred approach to help the young people gather information 'All About Me', reflecting what is important to and important for them as they make the transition from school to what comes next. The time is spent observing students and working with them in class, working with parents and delivering events throughout the year, planning meeting to discuss the upper school cohort to help enable future planning, college visits, supporting with other areas e.g. social care needs. The PfA Plan is updated in subsequent years and includes the support needs of each young person. This information can be passed on to the appropriate colleges or training providers to help them plan for that transition. A copy of the young person's PfA Plan is also sent to the young person and their parent/carer.'

The adviser also attends key transitional events such as our Planning Live Event where they are available to answer students and parents' questions.

## **6. Resources**

- There is a budget allocated for preparing for adulthood and Careers Guidance which is used to provide Information, Advice and Guidance and support external accreditations, staff training, resources, moderation and certification.

## **7. Staff Development and CPD**

- All staff contribute to Preparing for Adulthood Education through their roles as subject teachers
- Staff training needs are identified as part of the ongoing evaluation process
- The Careers Lead provides updates to all staff through staff meetings and briefings

## **8. Monitoring, review and evaluation of programme and delivery**

- The Service Level Agreement with YC Hertfordshire is reviewed annually
- The school further evaluates the Preparing for Adulthood, Work Related Learning and Information, Advice and Guidance Programme against the Gatsby Benchmarks through the use of the Careers and Enterprise Company's Compass toolkits. Progress against these Benchmarks is monitored at regular meetings by the Enterprise Coordinator in conjunction with the Preparing for Adulthood Lead. The school is committed to meeting the Benchmarks well the 2020 deadline and further embedding this good practice to ensure students continue to receive an outstanding provision
- When reviewing the programme, the school's Strategic Development Plan (SDP) is used to ensure that the Preparing for Adulthood provision is fully supporting whole school aims
- Breakspeare School is working towards the Quality in Careers Standard which involves a comprehensive monitoring, review and evaluation of the School's Preparing for Adulthood, Work Related Learning and Information, Advice and Guidance Programme and its delivery.



- Parent feedback is welcomed and encouraged through the regular use of communication books, telephone, parent consultation meetings, written feedback via evaluation forms given at EHCP meetings about how parents feel they are supported considering the transition into adulthood
- Student feedback is gathered using video , interpretations / observations of the students accessing opportunities – see sheet, student verbal feedback using words, signs and / or symbols,
- Monthly meetings from staff reviewing and evaluating how the curriculum is working, implementing any necessary changes., Classroom assessment tool where staff record progress against individual student targets which then informs future planning.
- Termly, whole school Curriculum group meetings focussing on curriculum implementation, delivery and resources.

## 9. Engaging the Parents and Carers

- Parental involvement is encouraged at all stages
- Breakspeare School runs an ‘Annual Opportunity Event’ for parents of students from year 7-14 which provides an opportunity for parents/carers to meet with a wide range of providers and colleges
- Parents are encouraged to attend assemblies to celebrate student’s achievements
- Breakspeare’s Planning Live Event for students in Year 12 and 13 enables students and their parents to meet with key professionals and organisations with the view to establishing what their week would look like once they have transitioned from Breakspeare School. YC Hertfordshire, local FE colleges and Hertfordshire’s County Council’s 0-25 SEND team are also invited to this event

## 10. Partnerships and Business Links

The following organisations support our Preparing for Adulthood, Work Related Learning and IAG provision:-

YC Hertfordshire <a href="https://www.ychertfordshire.org/">https://www.ychertfordshire.org/</a>	
CVSS sailors- sailing with people with disabilities	<ul style="list-style-type: none"> <li>• Offsite: Travel transitions, developing student leisure interests which can be developed post 19</li> </ul>
Match pro Tennis	<ul style="list-style-type: none"> <li>• developing student leisure interests which can be developed post 19</li> </ul>
Swimming	<ul style="list-style-type: none"> <li>• Off site: Travel transitions, developing student leisure interests which can be developed post 19</li> </ul>
Woodfield café	<ul style="list-style-type: none"> <li>• Offsite Developing functional number and money skills , developing communication and social interaction skills</li> </ul>
Canine assisted learning	<ul style="list-style-type: none"> <li>• Targets directly relating to individual student targets e.g. physical</li> </ul>
Bamboozle	<ul style="list-style-type: none"> <li>• Developing communication and social interaction skills</li> </ul>
Electric umbrella	<ul style="list-style-type: none"> <li>• Lead to referrals to post 19 provision ; developing student leisure interests</li> </ul>

Funky Pie	<ul style="list-style-type: none"> <li>• Offsite: Facilitate activities towards the Arts Award external accreditation. Focus on music, visual arts and drama</li> </ul>
Links with local colleges	<ul style="list-style-type: none"> <li>• supports successful transition to post 19 provision,</li> <li>• Developing functional numeracy, communication and social interaction skills</li> </ul>
Sunnyside Rural Trust	<ul style="list-style-type: none"> <li>• Supported internships</li> <li>• Work Experience placements</li> </ul>
Herts disability sports foundation-easy riders	<ul style="list-style-type: none"> <li>• Offsite : developing student leisure interests which can be developed post 19</li> </ul>
Random Café / gardening project	<ul style="list-style-type: none"> <li>• Offsite Developing functional number and money skills , developing communication and social interaction skills</li> <li>• Work related / experience opportunities for students</li> </ul>
Horse riding	<ul style="list-style-type: none"> <li>• Offsite developing communication and social interaction skills</li> <li>• Targets directly relating to individual student targets</li> </ul>
Serge Hill community project	<ul style="list-style-type: none"> <li>• Offsite Developing functional number and money skills , developing communication and social interaction skills</li> <li>• Work related / experience opportunities for students</li> </ul>
CREATE project	<ul style="list-style-type: none"> <li>• Joint community project</li> <li>• Development of communication and social interaction</li> <li>• Development of leisure skills</li> </ul>
Royal Masonic School for Girls	<ul style="list-style-type: none"> <li>• Joint community project</li> <li>• Development of communication and social interaction</li> <li>• Development of leisure skills</li> </ul>
Devine Saviour and Breakspeare School Choir	<ul style="list-style-type: none"> <li>• Offsite joint community choir developing communication and social interaction</li> </ul>
Travel training – learning to travel by bus	<ul style="list-style-type: none"> <li>• Off site developing functional number and money skills, developing communication and social interaction skills</li> </ul>
Stanborough Lakes bicycle hub	<ul style="list-style-type: none"> <li>• Off site: developing students leisure interests</li> </ul>
Transition nurse	<ul style="list-style-type: none"> <li>• Supporting post 19 transitions</li> </ul>
Therapy teams	<ul style="list-style-type: none"> <li>• Supporting post 19 transitions</li> </ul>

## 11. Review Procedures

The school's Preparing for Adulthood and Work Related Education and Information, Advice and Guidance policy will be reviewed on an annual basis, and key stakeholders will be involved in the review. The policy is approved by the Head teacher and ratified by the

Governors and will only be revised if it is no longer considered fit for purpose. The school also has independent external review/audits of its CEIAG provision every year.

Action Plans will guide and further develop the careers programme that is embedded in the school. Breakspeare will take guidance from the 8 Gatsby Benchmarks.

## 12. Provider Access Statement

### **BREAKSPEARE: Provider Access Policy**

#### **Introduction**

This policy statement sets out the school’s arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider’s education or training offer. This complies with the school’s legal obligations under Section 42B of the Education Act 1997.

#### **Pupil entitlement**

All pupils in years 8-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- To understand how to make applications for the full range of academic and technical courses.

#### **Management of provider access requests Procedure**

A provider wishing to request access should contact;

***Gillian Ellis, Assistant Headteacher***

Telephone: 01923 263 645; Email: [gillian.ellis@breakspeare.herts.sch.uk](mailto:gillian.ellis@breakspeare.herts.sch.uk)

#### **Opportunities for access**

A number of 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:

<b>Year group</b>	<b>Events throughout the academic year</b>
7, 8 and 9	<ul style="list-style-type: none"> <li>• PSHE sessions, assemblies</li> <li>• Encounters/ visits with places of work ; café, library, supermarket, places of worship, stables, Rickmansworth Aquadrome- sailing, bike riding, Sunnyside gardening project, Random Café</li> <li>• Work related learning in class sessions and as part of wider community with support, assemblies, PSHE sessions</li> <li>• Engagement with Herts Youth Connections Advisors</li> <li>• Opportunities evening — opportunities to link with post 19 providers</li> <li>• Engagement with Herts Youth Connections Advisors</li> <li>• “Create” Project- working with mainstream schools and creative practitioners.</li> </ul>

	<ul style="list-style-type: none"> <li>• Engagement with Herts Youth Connections Advisors</li> <li>• Community access</li> <li>• Sensory careers: experiencing work of a gardener, office worker etc.</li> <li>• SLD transition co-ordinator attends year 9 EHCP reviews</li> </ul>
10	<ul style="list-style-type: none"> <li>• Opportunities to attend external work related visit one day a week e.g. Random café</li> <li>• Work related learning for whole school with lessening adult support</li> <li>• Opportunities evening</li> <li>• Community access</li> <li>• Identified AQA Unit / ASDAN module of learning</li> </ul>
11	<ul style="list-style-type: none"> <li>• In school experiences of work / work shadowing opportunities</li> <li>• Opportunities evening – opportunities to link with post 19 providers</li> <li>• Community access</li> <li>• Identified AQA Unit / ASDAN module of learning</li> </ul>
12	<ul style="list-style-type: none"> <li>• SLD Transition co-ordinator comes in to meet and discuss year 12 and year 13 students</li> <li>• Opportunities evening – opportunities to link with post 19 providers</li> <li>• Living Live event – transition planning</li> <li>• Community access</li> <li>• Identified AQA Unit / ASDAN module of learning</li> <li>• Supported work shadowing in school.</li> <li>• Showing an interest in school-based jobs while visiting different parts of the school. Showing a preference for one of the jobs and exploring/ using resources related to the jobs.</li> </ul>
13	<ul style="list-style-type: none"> <li>• SLD Transition co-ordinator comes in to meet and discuss year 12 and year 13 students</li> <li>• Opportunities evening – opportunities to link with post 19 providers</li> <li>• Living Live event – transition planning</li> <li>• Community access</li> <li>• Identified AQA Unit / ASDAN module of learning</li> <li>• Independent work shadowing / experiences of work</li> </ul>
14	<ul style="list-style-type: none"> <li>• SLD Transition co-ordinator meeting and year 14 students regarding transition to college</li> <li>• ASDAN module –Going to work- dependent on student's needs and ability</li> <li>• SLD transition co-ordinator attends year 14 EHCP reviews</li> <li>• Focussed Encounters with the work place and employers based on student's individual interests e.g. Sunny- Side Rural Trust</li> <li>• Opportunities event – opportunities to link with post 19 providers</li> <li>• Engagement with Herts Youth Connections personal Advisor</li> <li>• Community access</li> <li>• Experiences of Work in the local community</li> <li>• AQA unit – <i>responding to others in the work environment</i></li> <li>• Working with and responding to different people in a group environment, taking turns and carrying out</li> </ul>

\* *The events listed may alter depending on the individual needs of the student*

## Example of topic cycle for phases of learning across school

AUTUMN TERM	SPRING TERM	SUMMER TERM
<b>Team work at school</b> Preparing a one page profile "About Me..." student likes / dislikes <b>MYSELF :Road safety</b> - experiencing different Jobs <b>MYSELF :Emergency services</b> - experiencing different work places DLS ; indoor gardening	<b>Job study</b> –identifying jobs, research, meet someone who carries out that job. <b>DLS – preparing snacks-</b> experiencing different jobs	<b>Safety in school-</b> safe routines for cleaning, using electrical appliances, using tools. <b>DLS ; cleaning routines</b> - experiencing different jobs
<b>Mini enterprise - Making</b> Christmas cards to sell at the Christmas concert ( Annual event)	<b>Growing plants</b> <b>First aid / getting help</b> <b>MYSELF – CITIZENSHIP-TOWNS AND VILLAGES</b> – Meeting local people and using local services - experiencing different jobs <b>SCIENCE – NATURAL ENERGY</b> - RES visit. experiencing different places of work	<b>Mini enterprise – growing plants, decorating pots and selling plants at sports day</b> <b>EXPANDING MY HORIZONS – SCIENCE</b> ; endangered species – zoo visit experiencing different places of work / JOBS
<b>Dealing with problems / asking for help</b> <b>EXPANDING MY HORIZONS – SCIENCE:</b> Recycling and composting- experiencing different places of work / JOBS	<b>Mini enterprise – wholesale buy items for resale</b> <b>MY LEISURE SKILLS – USING THE COMMUNITY FOR LEISURE:</b> experiencing different places of work / JOBS	<b>EXPANDING MY HORIZONS – SCIENCE:</b> plants and growth - visits to Sunnyside Rural trust, growing and looking after school Eco garden - experiencing different places of work / JOBS
<b>MYSELF – personal care; visiting local health facilities,</b> experiencing different places of work / JOBS		<b>EXPANDING MY HORIZONS – SCIENCE: industry and production:</b> experiencing different places of work / JOBS
<b>DLS – seasonal foods</b> planting and cooking using own produce grown. Experiencing different places of work / JOBS	<b>Personal safety – crossing the road, stranger danger -- People and places ( jobs)</b> <b>Notable people in the community</b>	<b>Growing and cooking with produce grown</b> <b>Selling produce grown</b> <b>MY LEISURE SKILLS – Sport in the community</b>

Please speak to **Gillian Ellis**, Careers Lead to identify which topic cycle we are in and to help you to identify the most suitable opportunity for you.

### Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the school office which will then be passed onto the Careers Lead. This will then be placed in the school entrance where it will be available to all students and parents. A copy will be sent home directly with students where it is deemed relevant.