

# **Icknield School**

## **Careers education, advice and guidance policy**

***Article:12 I have the right to be listened to, and taken seriously***

***Article :13 I have the right to find out and share information***

***Article:17 I have the right to get information in lots of ways, so long as it's safe***

***Icknield School – your journey matters***

*Icknield School is passionate about providing an inclusive education. We value all students as unique and nurture their talents. We enable students to achieve to their best ability in a safe environment and to grow into the finest individuals they can be.*

*Our inclusive practice can be defined as attitudes, approaches and strategies taken to ensure that all our pupils are included in the learning environment. We ensure that all pupils are listened to, openly valued, safe and have the confidence to participate in all activities.*

*Icknield School strives to remove barriers to learning, to celebrate diversity and through this we encourage and support a society of equality, acceptance and mutual respect.*

*By valuing and respecting human diversity, Icknield School fosters a sense of community and belonging, enabling all: children, teenagers and adults, to participate in every area of life possible.*

A student's successful progress through our Post 16 department and on to their post school provision is dependent on the provision of a well planned programme of activities to help them develop skills and to make informed decisions as best as they can about their future. The 1997 Education Act places a duty on schools to give students access to careers education, information and guidance. We endorse the suggested objectives for careers education and guidance in the non-statutory framework for personal, social and health education in principal and the proposed national framework for Careers Education and Guidance (CEG) in England, but make alterations as outlined below to ensure accessibility for our students with severe and profound learning difficulties. We concentrate on the delivery of our programme in years 12- 14 for students who transfer to our Post 16 department. We aspire towards the Gatsby benchmarks that are attainable for our students.

### **Commitment**

The school is committed to providing a planned programme of careers education, information and guidance for all students in years 9-14. This is primarily addressed at annual reviews in Years 9 to 14. We aim to follow the Gatsby benchmarks where appropriate.

## **Development**

This policy has been developed and is reviewed every 3 years through discussions with teaching staff, pupils, parents, governors and where appropriate other advisory staff and external partners.

## **Links with other policies**

It is underpinned by the school's policies for teaching and learning, assessment, Relationship, Sex & Health Education (RSHE) and citizenship, equal opportunities, work experience and work - related learning, health and safety and special needs.

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## **Objectives:**

- Students' needs**

Due to the severe learning difficulties of our students each 'career' pathway is planned with the individual in mind. This involves communication with the pupil, parents, work experience co-ordinator and Further Education (FE) lead. This is also discussed as part of the annual review process together with the student and where possible relevant professionals and parents. One area of the FE curriculum is 'Vocational Studies'. Students have a breadth of appropriate work tasks during Yr12 and Yr13 to help identify what they do and do not like in terms of work. In year 14 all pupils have a work experience placement. This experience is accredited as part of the ASDAN Personal Progress Award.

- Entitlement**

Students are entitled to careers education and guidance that is impartial and confidential. However, due to the needs of our students there will be some discussion between professionals about students' perceived wishes, whether they are able to articulate them or not. The programme will be integrated into their experience of the whole curriculum, based on a partnership with students, their parents or carers. The programme will promote equality of opportunity, inclusion and anti-racism.

## **Implementation**

- Management**

The Headteacher in discussion with the FE Lead and teachers in the post 16 department is responsible for co-ordinating the careers programme. The Headteacher works with the FE lead to reflect on individual pupils needs and to plan priorities based on new initiatives when necessary. Student guidance is managed by class teachers who plan for specific (ASDAN) modules relating to life skills, accessing the community and post school planning. Work experience and work-related learning is planned jointly by the post 16 staff, the SLT and the colleges and workplace providers.

- **Staffing**

All staff working with year 9-14 students will contribute to the careers education and guidance programme through ASDAN Transition Challenge in years 9-11 and Award Scheme Development and Accreditation Network (ASDAN) Towards Independence in Years 12-14

- **Curriculum**

The careers programme specifically links with (ASDAN) modules relating to life skills, accessing the community and specific post school planning work. The students in Year 9-11 access the ASDAN Transition modules and the students in year 12-14 access the ASDAN Personal Progress modules. In Year 14 work experience will be offered to all pupils at a level appropriate to each pupil's needs and stage of development.

Additional work-related learning opportunities are built in to the curriculum at appropriate times during the year by the class teacher e.g. work experience on the allotment and around the Further Education (FE) building for pupils with more complex needs. College or other post school placements are provided where appropriate to meet a pupil's needs and are fundamental to developing the students' skills and emotional readiness to move on to new horizons.

- **Partnerships**

The Further Education (FE) centre is committed to working in partnership with local colleges and work placement providers to ensure that all pupils are provided with an individual work-related curriculum to meet their needs.

All pupils will have the opportunity to visit an annual careers fair, suitable for their needs, at a local secondary school.

- **Resources**

Funding is allocated in the school annual budget planning. Funding for developments in the school's improvement plan is considered in the context of whole school priorities.

- **Staff development**

Staff training needs will be identified by staff and managers during performance management planning meetings, mid-term appraisals will be identified in the school improvement plan if required and appropriate.

- **Monitoring, review and evaluation**

The framework for monitoring the delivery of Careers Education and Guidance (CEG) will follow that outlined in the school's Monitoring and Evaluation Policy. The programme is reviewed annually by the Further Education (FE) teacher. It is also monitored and reviewed through the Individual pupil transition review process.

Reviewed June 2023 by Sean Cannon

To be reviewed June 2026