



## Redbridge High School

### Policy for Careers Education and Guidance (CEG)

#### Rationale for CEG

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make choices that are right for them. They must have the information available to them to help them to make successful life transitions and to enable them to manage their careers throughout their lives. Schools have a statutory duty to provide careers education in Years 7-11 (1997 Education Act, 2003 Education Regulations) and give access to careers information and guidance.

At Redbridge High School, we aim to make the transition from school as smooth as possible. It is important that our students have the same entitlement to high quality CEG as their mainstream peers and our curriculum reflects this. A planned and progressive programme of CEG enables students at Redbridge High to make mature and realistic decisions about where they would like to go when they leave school.

#### Commitment

Redbridge High School is committed to providing a planned programme of careers education for all students in Years 7 – 11. This includes information, advice and guidance (IAG) in partnership TAGS. TAGS is an independent and impartial information, advice, and guidance service based in Merseyside, helping young people with SEND to make successful life transitions.

#### Links with other policies

It supports and is underpinned by key school policies including for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHE, work related learning and enterprise, equal opportunities and diversity, health and safety, gifted and talented and special needs.

#### Objectives: Student's needs

The careers programme is designed to meet the needs of the students at Redbridge High School. It is differentiated and personalised to ensure progression through activities that are appropriate to students needs and stages of career planning.

- To provide our students with opportunities and information to make more informed choices about their learning and future, in a supportive environment.
- To provide impartial individual careers guidance interviews in conjunction with our TAGS Advisor.
- To raise the expectations of the community and parents in relation to what our students are able to achieve at school, in the community, at college, at leisure and at work.
- To develop our students' self-awareness, improve their self-esteem and encourage self-reliance.
- To develop independence in all aspects of community life.
- To support parents during the preparation for the transition from school to post-school placements.

### **Entitlement**

Students are entitled to careers education and guidance that meets professional standards of practise and is person centred, impartial and confidential. It will be integrated into student's experience of the whole curriculum and be based on a partnership with students and their parents or carers. The programme will promote equality of opportunity and inclusion.

### **Curriculum**

The careers programme (Scheme of Work) includes careers education sessions, careers guidance activities (group and individual work), work related learning (including 2 weeks work experience where possible), presentations by local employees and public services and visits to places of work. Students also attend careers fairs annually and parents are provided with information about any careers information events and college open days etc. As part of the curriculum students have the opportunity to visit a variety of post school placements to help them make informed choices on their future. Careers teachers use the standard planning sheets to record, monitor and communicate CEG work.

Teachers follow the Redbridge High Careers scheme of work CEG to inform the planning, teaching, assessment, recording and evaluation of CEG for students in years 7 to 11. Students in year 9 to 14 have discreet careers education lessons. Students in year 12 and above follow the ASDAN Award Scheme.

Redbridge High School Provides mock interviews for students in year 11 and 13 with either Compact or our designated TAGS Advisor. The school also provides students

with an individual careers guidance interview in year 14 with parents and TAGS. The Transition Coordinator is to provide Transition Plans for all 14+ students in line with the Code of Practice and to monitor these and update them annually at the Annual Review.

The staff and students in Base 1 use independence in the community lessons as a way of teaching and reinforcing CEG and exploring post-school placements. The approach to CEG is a more sensory approach in Base 1; with staff using activities and events that occur naturally in the daily life of the students to highlight jobs and roles for the students. The learning outcomes for students in Base 1 are based on: students increasing their self awareness, communicating their likes and dislikes, experiencing and being aware of different job types and places of work, experiencing a variety of places including work places, community facilities, health and education facilities and possible post school places. Base 1 students have access to and are facilitated in using, symbol and photo career books. These include photos and symbolised text of various post school placements that may be available to them.

### **Autistic Spectrum Disorder**

Young people with Autistic Spectrum Disorder (ASD) display impairment in the following three areas:

1. Communication
2. Social interaction
3. Flexibility of thought

This is known as the Triad of Impairment.

The majority of learners with ASD also tend to have sensory difficulties i.e. hyper – or hypo – sensitive to taste, touch, sound, smell or vision.

Learners with ASD may actively either seek out or avoid sensory experiences.

When working with young people with ASD it is important that all the staff are aware of the following:

1. Reactions to activities or interactions may not be typical.
2. Use of key words in instructions
3. Minimum of 6 seconds processing time before exact repetition of instruction
4. Ask for either eye contact or listening not both together
5. Obsessions or obsessive/repetitive behavior

6. Possible need to eat anything and everything (PICA)
7. Use of visual resources to support communication and learning e.g. symbols, pictures, photographs, real objects and sensory opportunities (where appropriate)
8. Repetition to aid the consolidation of skills
9. Use of clear visuals and resources to identify the quantity of work required from the learner in order to complete an activity:
  - a. What do I have to do?
  - b. How long do I have to do it?
  - c. How do I know when I've finished?

### **Assessment and accreditation**

Career learning is assessed using outcomes based on the national framework and assessment for learning techniques. Student's progress files are used to record and review achievements and experiences and to inform others of these, e.g. at interviews. The assessment and recording of CEG will take place in accordance with the schools assessment and recording policy. The ASDAN Award is offered to students in the Further Education Unit which is accredited by an external source.

### **Partnerships**

An annual Partnership is negotiated between the school and Connexions which identifies the contributions to the programme that each will make. The Learning Disabilities Directorate support the work we are doing and secure funding for post school-placements. Other agencies include Social Services.

### **Resources**

Funding is allocated in the annual budget planning in the context of whole school priorities and particular needs in the CEG area. The careers co-ordinator is responsible for the effective deployment of resources. Resources are reviewed annually in consultation with careers staff, the information is used to inform future purchases. Sources of external funding are actively sought. We employ a vocational education tutor who works with identified pupils in increasing skills for the workplace. He focuses on gardening education and DT education.

### **Staff development**

Staff training needs are identified as part of the partnership agreement process with the connexions service and in conjunction with the school inset co-ordinator.

Funding is accessed through connexions and from school fund. The school will endeavour to meet training needs within a reasonable period of time.

### **Monitoring, review and evaluation**

The partnership agreement with TAGS is reviewed termly. The CEG coordinator collates an audit of CEG annually, this identifies the needs of the subject including the allocating/purchasing of resources in accordance with the School Development Plan, approved CEG budget and policy ensuring effective and efficient use of resource to gain maximum benefit from the resources available. A report of the audit is submitted to the senior management team and governors.

### **Approvals**

Headteacher

Chair of governors

Date: 02.10.2020

Next Careers Review      October 2021