



HIGHFIELD ELY ACADEMY
An Active Learning Trust School



LINC
19-25

HIGHFIELD ELY ACADEMY

CAREERS AND WORK RELATED LEARNING POLICY

THIS POLICY WAS APPROVED:	SPRING 2022
THIS POLICY WILL BE REVIEWED:	SPRING 2024
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	REBECCA BUTLAND / LISA GLEDSON

Introduction

Highfield Ely Academy are committed to providing careers education for all students. The school has students on roll between 2 and 25 years of age with a wide range of additional needs from Profound and Multiple (PMLD), Severe (SLD) to Moderate (MLD) Learning Difficulties. All students on roll have Education, Health and Care Plans (EHCPs).

Highfield Ely Academy believes that all students should lead as independent a life as possible and be part of their local community and of society as a whole. We actively promote students' positive contribution to society through volunteering, work placements and vocational learning. We are passionate that our students have much to offer their communities and actively seek out these positive opportunities for them.

The SEND Code of Practice 0-25 years 2015 states; *schools and colleges should raise the career aspirations of their SEN students and broaden their employment horizons. They should use a wide range of imaginative approaches, such as taster opportunities, work experience, mentoring, exploring entrepreneurial roles models and inspiring speakers.*

However, prospects for learners with additional needs in the UK aren't positive. Mencap statistics showed that in 2017/18 only 6% of people with a learning disability* were in paid employment and in 2020/21 this has further declined to 5.1% (NHS DIGITAL). This is why we ensure that additional resources are available to support each learner within their individual pathway as well as opportunities that are thoughtful and appropriate are available.

*The Mencap definition of Learning Disability is: a reduced intellectual ability and difficulty with everyday activities – for example household tasks, socialising or managing money – which affects someone for their whole life. People with a learning disability tend to take longer to learn and may need support to develop new skills, understand complicated information and interact with other people. Learning disability is often confused with learning difficulties such as dyslexia or ADHD. Mencap describes dyslexia as a 'learning difficulty' because, unlike learning disability, it does not affect intellect.

Statutory Requirements and Expectations

Highfield Ely Academy is committed to fulfilling its statutory duties in relation to careers education. Throughout the careers programme we continue to promote social, moral, spiritual and cultural development as well as providing opportunities that enable learners to prepare for their next steps. We offer opportunity for impartial and independent careers guidance from Year 8-11 through a 1:1 guidance meeting and learners staying on roll beyond Year 11 will receive a further impartial guidance meeting. Our school has a named careers leader and transition, careers and work experience co-ordinator, details of which are kept up-to-date on our school website. Our Provider Access Statement is published on our website

Entitlement and equal opportunities

Students are entitled to careers education and guidance that meets professional standards of practice and is person-centred, impartial and confidential. Careers and Work Related Learning (CWRL) will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents/carers. The program will promote equality of opportunity, inclusion and anti-racism.

Careers is taught to students equally, regardless of gender, race or other protected characteristic, with no stereotyping of jobs or roles. All students are given free choice of careers options when looking at work experience placements and the school works with the Employability Partnership to

source placements as close to the student's desired choices as feasible. Students are involved in the organisation of their own placements where appropriate. In addition, elements of the course address issues of discrimination in all its aspects and rights and responsibilities.

Careers and work related learning offer

All young people need a planned, long-term careers program of activities that is appropriate to their needs, abilities and aspirations. Highfield Ely Academy use the Gatsby benchmarks in planning their CWRL provision. In addition we have incorporated Talentino 'Careers at Every Level' and are looking at the new Career Development Institute (CDI) Career Development Framework to further underpin our CWRL provision

The careers program is designed to meet the needs of students at Highfield Ely Academy. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. If work placements are appropriate they are tailored to suit each students' individual needs, and we work with placement settings to provide either a weekly or block placement. The level of support and placement timings are also personalised to best suit each student. Gaining students' feedback and aspirations are important in shaping individual placements so that they can lead the young person into the world of work, in an area they are directly interested in.

The careers program includes a range of activities, for example, careers education lessons, work-related learning (including day, weekly or block placements as appropriate), and individual learning planning activities. Other focused events, e.g. a Careers Fair, are attended from time to time. Work experience preparation and follow-up take place in careers lessons and other appropriate parts of the curriculum.

Careers education is embedded in the curriculum as appropriate for all students where they learn about work through practical activities, visits within the community and a wide range of written and visual information. Older students also participate in appropriate career related learning, for example undertaking work experience placements and gaining information about future careers from local events. The school endeavours to follow the DfE Careers guidance and access for education and training providers (July 2021) SEND Code of Practice Chapter 8 (January 2015) and other relevant guidance from the DfE and OFSTED.

Assessment and accreditation

Careers learning is accredited through the ASDAN Award Scheme and AQA (Entry level 1-3 and Level 1&2) which are selected depending on type of learning, placement and skills being developed and to facilitate individual student needs. In order that we are able to meet the range of pupils' additional needs we have in place a 'pathways' curriculum, where students in the main follow one of three pathways. CWRL provision is different in each pathway. For example, students in the Blue Pathway (PMLD) experience workplaces such as supermarkets, and encounter work related activities. Whereas students in the Yellow Pathway (MLD) may be independent in accessing individual work placements, possibly leading to an Apprenticeship and paid employment.

Roles and Responsibilities

The governing body are responsible for ensuring the school are meeting statutory requirements and taking a strategic interest in careers education and encouraging employer engagement. The link governor will make sure that arrangements are in place to allow a range of education and

training providers to access all pupils in Years 8-13 (Provider Access Policy) and ensuring that young people are aware of the full range of academic and technical routes available to them at each transition point.

The senior leadership team are responsible for ensuring pupils are provided with independent careers guidance from Years 8-13. They are also responsible for ensuring the use of the Gatsby Benchmarks to improve careers provision and ensuring pupils have at least 7 employer encounters between Years 7-13. The leadership team are responsible for ensuring that there is an appointed person to the role of Careers Leader who leads on the programme.

The careers leader is responsible for developing, refining and reviewing the careers strategy and curriculum whilst also ensuring that statutory requirements are being met. The careers leader will also be responsible for staff development within the delivery of the careers programme as well as managing careers resources.

All teaching staff are responsible for the delivery of the careers programme and ensuring equal opportunities are provided for all learners. All staff are expected to contribute to the career learning and development of students. The careers leader will identify training needs and commit to meeting staff needs through effective training. Staff development is currently being supported through the Careers and Enterprise Company funded Career Leader Training.

Partnerships

The school has an annual agreement with the local authority SEND Service 14-25 Additional Needs Team and we have a named Pathway Advisor, details of which can be found on our website. We also have an Enterprise Co-ordinator and Senior Enterprise Advisor provided through GrowthWorks. The school is a member of the Careers Hub for Cambridgeshire and Peterborough and works in partnership with the Employability Partnership to organise work experience placements.

We are committed to working collaboratively with local employers, colleges, local learning providers, social enterprises and apprenticeship providers to facilitate all areas of work related learning.

Monitoring, Reviewing, Evaluating and Reporting

The careers strategy and curriculum will be reviewed by the careers leader each year using the Compass tool and Gatsby Benchmark analysis. Each year, some action points will be highlighted to further develop the provision.