

The Meadows School



Careers Policy

Updated: January 2023
Date to be reviewed: January 2024
Ratified by Governors: Pending

Amendment Register

Amendment Number	Date	Detail	Amended By	Approved By
0	Jan 2023	Initial Issue	T Chance	Headteacher

Table of Contents

Serial	Description	Page No.
1	Aims	3
2	Statutory Requirements	3
3	Roles and responsibilities	4
4	Our Careers Programme	5
5	Links to other policies	16
6	Monitoring and review	16

1. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to

- Help all pupils to experience opportunities within the school community and wider community for the world of work, by building self-development skills.
- Provide a wide range of opportunities in an impartial manner.
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils/ families to experience the routes to careers that they're interested in, and provide resources to enable them to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity.
- Promote the best interests of the pupils to whom it is given.

2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

At The Meadows we are required to provide and publish our careers guidance

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

This policy complies with our funding agreement and articles of association. We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found in the policies section of the school website.

3. Roles and responsibilities

3.1 Careers leader

Our careers leader at The Meadows is Eileen Pace (Assistant Headteacher), Ashley Furness (head of Key Stage 5 and Independence Bubble lead) and Tina Chance (KS4 and Careers lead) they can be contacted by phoning 0121 569 7080 or emailing

Eileen.pace@themedows.sandwell.sch.uk

Ash.furness@themedows.sandwell.sch.uk

Tina.chance@themedows.sandwell.sch.uk

Our careers leaders will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Support teachers to build careers education and guidance into subjects across the curriculum
- Work closely with the relevant staff, including our careers adviser Vicky O'Connor (Senior Enterprise Coordinator, Leading on SEND/AP) and Pamela Brown RCDP, personal Advisor from Sandwell Connexions, to identify the guidance needs of all of our pupils with SEND and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

3.2 Senior leadership team

Our senior leadership team (SLT) will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other career organisations

- Manage the finances to support the Careers Program within the school.

3.3 The Governing Board

The school governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

4. Our careers programme

Our school has an embedded careers programme that aims to inform and encourage pupils and their families to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby benchmarks**:

1. A stable careers programme with a careers leader
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. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods

Gatsby Benchmark	Pre-formal	Semi-Formal	Formal
<p>Stable careers programme</p>	<p>Through exploration of different sensory experiences, songs, massages, objects of reference.</p> <p>Christmas Enterprise sale for the whole school to purchase products made by individual class groups.</p> <p>Random acts of Kindness week</p> <p>Individualised EHCP targets which have been chosen to support individual student's needs and aid their Cognition and learning, speech, Language and Communication, social and emotional well-being, Independence and Physical and sensory needs.</p> <p>National Careers Week – A whole school timetable to explore the world of work/ Situated in the teacher's section on website.</p> <p>This is an opportunity for young people to explore careers through: -</p> <p>Off site visits, visitors to the school, sensory experiences, role-play, online support.</p>	<p>Annual Fayres – students' complete activities and sell them through the website, activities such as clothes sales, Christmas fayre.</p> <p>Christmas Enterprise sale</p> <p>National Careers Week – visitors come to the school to share their work with the young people – circus skills to explore working in different professions.</p> <p>Random acts of Kindness week.</p> <p>EHCP discussion around aspirations</p> <p>Identified Transition days</p> <p>Activities to support pupils in the development of the interpersonal skills, qualities and attitudes that will be needed throughout life</p> <p>Individualised EHCP targets which have been chosen to support individual student's needs and aid their Cognition and learning, speech, Language and Communication, social and emotional well-being, Independence and Physical and sensory needs.</p>	<p>Annual Fayre</p> <p>Christmas Enterprise sale</p> <p>National Careers Week – visitors come to the school to share their work with the young people – animal man 2022 to explore working with animals and what is involved.</p> <p>Random acts of Kindness week</p> <p>1 to 1 session with Pam Brown career advisor</p> <p>EHCP discussion around aspirations</p> <p>Pam Brown to meet with families to discuss pathways available post 19.</p> <p>Arranged transition on 1:1 basis.</p> <p>Asdan PSD</p> <p>Employability modules</p> <p>To provide pupils with well-rounded and broad experiences of the ever-changing world of work through class activities and external visits</p> <p>To foster a sense of ambition and determination to motivate pupils to live as independently as possible.</p>

			Individualised EHCP targets which have been chosen to support individual student's needs and aid their Cognition and learning, speech, Language and Communication, social and emotional well-being, Independence and Physical and sensory needs.
Learning from Career and Market information	<p>PSHE sessions planned to tailor needs incorporating- Sensory walks Sensory experiences nature, walks, role play, experiences People that help us In class work experience Theme Days e.g., Eco Bus</p> <p>Annual Reviews – All targets reviewed with all professionals and parents to review students' academic progress in all areas.</p> <p>1-1 Career guidance sessions</p> <p>Parent session- coffee morning and parent evenings</p>	<p>PSHE – People that help understanding relationships and managing different relationships in a safe and appropriate way.</p> <p>Internal Work experience opportunities.</p> <p>OCR Accreditation- individual modules tailored to meet the needs of the individual needs.</p> <p>Volunteering work within school and off site. Working at Provision House Dudley, Mini enterprise projects to sell items. Work experience at DPD.</p> <p>Annual Reviews All targets reviewed with all professionals and parents to review students' academic progress in all areas.</p> <p>1-1 Career guidance sessions</p>	<p>Internal and offsite work experience</p> <p>Asdan PSD Community action, Preparation for work, managing own money. Developing independent living skills.</p> <p>Life skills Challenge Volunteering, work experience, people that help us. Working at Provision House Dudley, Mini enterprise projects to sell items. Work experience at DPD.</p> <p>PSHE – understanding and identifying people who can help us. Understanding through research and role-play relationships with other people.</p> <p>Annual Reviews All targets reviewed with</p>

		<p>SEND LMI toolkit - Your Future Black Country – Shape your future</p> <p>Role-play activities relating to different work settings to allow student to experience different situations they may come across in real life.</p>	<p>all professionals and parents to review students' academic progress in all areas.</p> <p>1-1 Career guidance sessions</p> <p>SEND LMI toolkit - Your Future Black Country – Shape your future</p> <p>Role-play activities relating to different work settings to allow student to experience different situations they may come across in real life.</p> <p>visits or guided tours of workplaces</p>
Addressing the needs of each pupil	<p>Reviewing and setting appropriate Yearly EHCP targets which have been chosen to support individual student's needs and aid their Cognition and learning, speech, Language and Communication, social and emotional well-being, Independence and Physical and sensory needs.</p> <p>Regular meetings with Careers Advisor PB Transition meetings between staff</p> <p>On site Multi-agency support to aid with communication, physio etc.</p>	<p>Reviewing and setting appropriate Yearly EHCP targets which have been chosen to support individual student's needs and aid their Cognition and learning, speech, Language and Communication, social and emotional well-being, Independence and Physical and sensory needs.</p> <p>Termly targets from class teacher and evidenced on evidence for learning.</p> <p>Meeting with Careers Advisor PB Transition meetings between staff Multi-agency support</p>	<p>Reviewing and setting appropriate Yearly EHCP targets which have been chosen to support individual student's needs and aid their Cognition and learning, speech, Language and Communication, social and emotional well-being, Independence and Physical and sensory needs.</p> <p>Meeting with Careers Advisor PB Transition meetings between staff Multi-agency support Social worker</p>

	<p>Individualised Class Jobs completed daily to support running of class.</p> <p>Personalised sensory boxes and sensory world of work experiences with tactile items relating to specific jobs to encourage exploration of work and the world they live in.</p> <p>Evidence for learning – This is an online program. The, individual, student's learning is recorded by staff. Staff then record evidence through work, videos and photo. Parents are able to access and review their child's learning and progress.</p> <p>Individualised home/school diaries to enable daily communication to parents.</p>	<p>Internal jobs supported by key worker</p> <p>Vocational Profile – This is a profile completed by the student to enable them to share their hopes and dreams for the future as well as what things they like/ dislike for college and employers.</p> <p>Travel training – developing student's independence and life skills through completing activities on a daily basis, incorporating how to keep themselves safe through work, ICT, and on a day-today basis.</p> <p>Evidence for learning – This is an online program. The, individual, student's learning is recorded by staff. Staff then record evidence through work, videos and photo. Parents are able to access and review their child's learning and progress.</p> <p>Individualised home/school diaries to enable daily communication to parents.</p>	<p>External Enterprise advisors Employer engagement</p> <p>Vocational Profile</p> <p>Travel training -Travel training – developing student's independence and life skills through completing activities on a daily basis, incorporating how to keep themselves safe through work, ICT, and on a day-today basis</p> <p>Evidence for learning – This is an online program. The, individual, student's learning is recorded by staff. Staff then record evidence through work, videos and photo. Parents are able to access and review their child's learning and progress.</p> <p>Individualised home/school diaries to enable daily communication to parents.</p>
<p>Linking curriculum learning to careers</p>	<p>Access to Web site www.yourfuture.blackcountry.blackcountry,expo</p> <p>Experiences in and around school. Sensory walks, sensory</p>	<p>Access to Web site www.yourfuture.blackcountry.blackcountry,expo</p> <p>Staff to support student's engagement in researching jobs, preparing for interviews and understanding the world of</p>	<p>Access to Web site www.yourfuture.blackcountry.blackcountry,expo</p> <p>Staff to support student's engagement in researching jobs,</p>

	<p>experiences, sense of smell, Nature walks. Off site visits.</p> <p>School website.</p> <p>Sensory World of work experiences</p> <p>Enterprise Activities</p> <p>Role play activities – different work scenarios – real world play</p> <p>Curriculum themes link to the world of work</p>	<p>work through practical sessions and support of internet.</p> <p>Support from connections Pam Brown.</p> <p>School website. Which will have a range of information for the students to explore alongside their parents.</p> <p>Whole-school teaching and learning focuses on the relevance of subjects to everyday independent living, future learning and leisure, livelihood planning and employability skills</p> <p>Through Maths – learning about time management and finances (managing money and a budget)</p> <p>English for self-presentation, telling your own story and writing occupational information, profiles and application forms.</p> <p>PSCHE for self-care, building safe relationships, assertiveness, negotiation, managing stress and emotional intelligence</p> <p>Working on Modules within OCR and Asdan, which include catering for producing food at home or in a catering environment.</p>	<p>preparing for interviews and understanding the world of work through practical sessions and support of internet.</p> <p>Researching colleges and visit to colleges, careers books.</p> <p>Researching apprenticeships – what are they? How do I get involved? Whom I can speak too?</p> <p>Whole-school teaching and learning focuses on the relevance of subjects to everyday independent living, future learning and leisure, livelihood planning and employability skills</p> <p>Through Maths – learning about time management and finances (managing money and a budget) Earning money through jobs.</p> <p>English for self-presentation, telling your own story and writing occupational information, profiles and application forms.</p> <p>PSHCE for self-care, building safe</p>
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		<p>Participating and experiencing Mini Enterprise projects around the school. What is involved to run a small business in preparation for work. Working in a team and alongside others.</p> <p>Role-play activities – different work scenarios – real world play to learn how to deal with real life situations.</p> <p>Trips to different places such as shops, restaurants, cafes to experience real life situations.</p> <p>Curriculum themes link to the world of work – working on project/modules regarding the world of work- understanding through role-play, research what is involved regarding employment for the future.</p>	<p>relationships, assertiveness, negotiation, managing stress and emotional intelligence</p> <p>Internal and offsite work experience Asdan PSD Community action, Preparation for work, managing own money. Developing independent living skills. Life skills Challenge Volunteering, work experience, people that help us. PSHE – understanding and identifying people who can help us. Understanding through research and role-play relationships with other people</p> <p>Mini Enterprise projects – food preparation/ shop sales.</p> <p>Vocational qualifications – These are completed through Asdan life skills challenges as well as PSD.</p> <p>College visits – such as Animal care or other vocations</p> <p>Curriculum themes link to the world of work –</p>
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			<p>working on project/modules regarding the world of work- understanding through role-play, research what is involved regarding employment for the future.</p> <p>Role-play activities – different work scenarios – real world play to learn how to deal with real life situations.</p>
<p>Encounters with employers and employees</p>	<p>Pre covid Assemblies – Guest speakers. On line support website.</p> <p>Muliti-agency professionals visit such as physios, speech and language therapies, occupational health.</p> <p>Offsite educational visits to different places of work.</p> <p>People that help us in the community – experiencing encounters/experiences with different people who help us from Internal and external Staff.</p>	<p>Assemblies – Guest speakers Muliti-agency professionals Working with Non-teaching staff Offsite educational visits to community settings. Yearly visit to Careers Fayre NEC WBA foundation visiting school and offering experiences offsite.</p> <p>Community outings to visit different places which students may like to work.</p> <p>PHSE- working on people who can help us. How to form positive relationships with others as well as in the wider world. How to manage difficult situations through social stories and role-play activities.</p> <p>Careers week, exploring working and helping the community.</p>	<p>NHS Black Country Partnership WBA foundation Visits to Colleges Residential trips to a working hotel Careers Fayre NEC Online work experience Workshops</p> <p>Community outings</p> <p>Mock interviews completed as part of the Asdan life skills challenges. This is to introduce and preparation for college interviews for a paid employment or voluntary work.</p> <p>PHSE- working on people who can help us. How to form positive relationships with others as well as in the wider world. How to manage</p>

			difficult situations through social stories and role-play activities.
Experience of workplaces	<p>Guest Speakers on Theme days</p> <p>Looking at websites.</p> <p>Onsite work experiences with through practical experiences.</p> <p>Sensory World of work experiences – exploring world of work through sensory experiences and staff modelling.</p>	<p>Onsite work experiences with identified professionals from whole school.</p> <p>Offsite work experience Allotment and canal trust</p> <p>We work with Vicky O'Connor and work experience is offered at Provision House Dudley and through DPD</p> <p>Mini enterprises for Asdan and OCR.</p> <p>Class Jobs – All individual classes have class responsibilities to enable the young people to complete jobs and have responsibilities.</p>	<p>NHS Black Country Partnership 3 Jobs roles (Front of house, Catering, Admin)</p> <p>Weekly Class led work experience</p> <p>Internal work experience</p> <p>Links with enterprise advisors</p> <p>Offsite visits to different work places</p> <p>Black Country careers Hub work experience opportunities</p> <p>We work with Vicky O'Connor and work experience is offered at Provision House Dudley and through DPD</p> <p>Class Jobs - All individual classes have class responsibilities to enable the young people to complete jobs and have responsibilities.</p>
Encounters with further or higher education	<p>Families supporting homework.</p> <p>Parents views in regular questionnaires.</p> <p>School website support for all.</p> <p>School offer tour to all families to meet key staff and all the departments across school.</p>	<p>Families supporting homework.</p> <p>Parents views in regular questionnaires.</p> <p>School website support for all.</p> <p>School offer tour to all families to meet key staff and all the departments across school.</p>	<p>Weekly placements Sandwell College for identified students.</p> <p>Taster / workshops/ Visits – Walsall Dudley.</p> <p>Meaningful encounters with providers of inclusive apprenticeships, supported internships</p>

	<p>Information about social care settings</p> <p>Career fair/Transition Fair</p> <p>Black Country Careers Expo (blackcountrycareers-expo.co.uk)</p> <p>Christmas Fayre – Students create crafts, which they advertise and see to /staff/parents/visitors as part of mini enterprise project.</p> <p>Parents visit the school to participate in a sale.</p> <p>Whole school Prom – Yearly event to celebrate achievements as a school community.</p>	<p>Information about social care settings</p> <p>Christmas Fayre – Students create crafts, which they advertise and see to /staff/parents/visitors as part of mini enterprise project.</p> <p>Whole school theme days' Termly themes.</p> <p>Transition days to Sixth Form</p> <p>Whole school Prom – Yearly event to celebrate achievements as a school community.</p> <p>Meaningful encounters with providers of inclusive apprenticeships, supported internships work-based training and further education, facilitated both in school and through off-site visits</p> <p>Career fair/Transition Fair</p> <p>Black Country Careers Expo (blackcountrycareers-expo.co.uk)</p>	<p>work-based training and further education, facilitated both in school and through off-site visits</p> <p>Career fair/Transition Fair</p> <p>Black Country Careers Expo (blackcountrycareers-expo.co.uk)</p> <p>Whole school Prom – Yearly event to celebrate achievements as a school community.</p>
<p>Personal Guidance</p>	<p>The whole school, Head teacher, SLT, teachers, HTLA's LSP's Eileen Pace, Ashley Furness, Tina Chance. Vicky O'Connor Senior Enterprise Coordinator (Leading on SEND/AP) Black Country Consortium Ltd</p>	<p>The whole school, Head teacher, SLT, teachers, HTLA's LSP's Eileen Pace, Ashley Furness, Tina Chance. Vicky O'Connor Senior Enterprise Coordinator (Leading on SEND/AP) Black Country Consortium Ltd</p>	<p>The whole school, Head teacher, SLT, teachers, HTLA's LSP's Eileen Pace, Ashley Furness, Tina Chance. Vicky O'Connor Senior Enterprise Coordinator (Leading on SEND/AP) Black Country Consortium Ltd</p>

	Pam Brown Independent Careers Advisor	Pam Brown Independent Careers Advisor Vocational profile – a profile completed by the young person sharing their information. Likes/dislikes/hopes and dreams for the future.	Pam Brown Independent Careers Advisor Vocational profile – a profile completed by the young person sharing their information. Likes/dislikes/hopes and dreams for the future.
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4.1 Pupils with special educational needs or disabilities (SEND)

Students with special education needs and disabilities often face additional challenges in progressing from school to further learning and work. At The Meadows, the needs of students are met through a specially designed careers programme across all three pathways to ensure that all students have the same opportunity and access to work and further education.

Careers information and Guidance will:

Be presented in an impartial manner

Include information on the full range of post-16 education or training options.

Promote the best interests of the pupils to whom it is given

All of the staff within the school play a role in the career's education. Information is presented across the school at an appropriate level for each individual, in order to improve student's chance of developing an independent life and taking their steps into jobs and further training courses.

4.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website, including details of how pupils, parents, teachers and employers can access information about the careers programme. There are clear accessible areas for pupils, parents, teacher and employers can access for information and whom to contact should they require further support. Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting any careers leaders within the school. Careers is a part of annual reviews to enable parents to be able to discuss any worries/concerns they have and be guided to the website for further information to enable them to support their child

accordingly. The website is updated as and when required with relevant information.

Questionnaires are sent to parents and teachers twice a year to gather their thoughts and opinions on the careers program to enable parents to share their opinions and see the website to see any further information they may need to guide them.

4.3 Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Verbal communications from students with their teaching staff.
- Student council meetings – students meeting and discussing what they feel needs to be offered within the school.
- Questionnaires tailored to individuals to enable them to share their views and opinions of what the school offers or they have experienced.
- Observations – staff observing events and feeding back to the careers leader their thoughts and feeling for individuals on how we can further develop and improve what we offer.

5. Links to other policies

This policy links to the following policies. These can be found within the school website.

- Provider access policy statement (PAL) This is found in the policy section of the careers section on our website.
- Curriculum Policy

6. Monitoring and review

This policy, the information included, and its implementation will be reviewed annually by the Careers Lead and monitored by the Headteacher, Senior Leadership Team, School Governors annually.

The Career Leader will be supported by Vicky O'Connor (Senior Enterprise Coordinator, SEND/AP) at Black Country Consortium to offer her support and guidance to monitor and review the school programme and give guidance as and when required to ensure all outcomes of the Gatsby Benchmarks are being met.

The next review date is January 2024.