

**The Meadows School Careers Programme 2024- 2025**

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| **Gatsby Benchmark** | **Key Stage 3** | **Key Stage 4** | **Key Stage 5** |
| 1. **A Stable career programme.** | **National Careers Week** – This is a whole school event where each year different events take place and students have encounters with external and internal explorers to look at careers and their future opportunities.  We have a school Council who hold focus meetings to help evaluate events and ways they feel we could improve the schools’ careers program.  Whole school events such as Winter Fayre. Parents and external visitors are invited to celebrate the young people’s achievements  An Annual careers Fair will be held at the school to enable students and parents to speak to and see the opportunities available for their young people.  Coffee morning are held at the school to invite parents to come and have a chat with the Careers leader and Pam Brown to discuss their child’s preparation for adulthood journey. | | |
| In key stage 3 we follow a 3-year long term thematic topic-based curriculum which can be located on the curriculum page of our website    For the duration of key stage 3. The students will engage in a variety of activities allowing them to have multiple encounters and experiences with employers. As well as taking part in work experience.  This is delivered through:   * offsite visits * external visitors to school * discreet units of work from the My Independence curriculum and PSHE curriculum. * Whole school events such as Summer and Winter Fayre. Parents and external visitors are invited to celebrate the young people’s achievements. * Projects linked to the curriculum theme | In key stage 4 we follow a 2-year long term thematic topic-based curriculum which can be located on the curriculum page of our website.    Our pre-formal pathway offers a multi-sensory approach which will encourage students to respond and communicate their emotions and feelings, develop preferences and make  The curriculum is distributed across five ‘bubble’ areas: My Thinking; My Communication; My Independence; My Body and My Lifestyle (see Bubble plan on school website). This was developed in line with the structure of the EHCP, and defers to both Local Authority and national statutory requirements; British Values and the new RSE, PSHE and CIG statutory entitlement are taught within the bubble areas and through cross-curricular whole school theme days.  The curriculum map and planning ensure that we build on students’ prior learning, and enables them to recap, revisit and consolidate learning from previous Key Stages.  We recognise and celebrate the fact that every member of the school community is unique and we have created a curriculum that is appropriate for each individual across all pathways and Key Stages. Duke of Edinburgh award at bronze level is offered to students and a range of volunteering experience occur. Community partnerships are integral to our provision and we work closely work with the onsite specialist multi-agency team to develop bespoke programmes that support the individual needs of our students. | The students in 6th form work towards the Asdan qualification. They are access to enable them to work at the correct entry level to achieve their qualification. Asdan courses aim to teach students to understand, take responsibility for and learn from rich activities, rather than simply to experience them. This quantifies and formalises their preparedness to progress further education, employment, or vocational training and apprenticeships.  Internal and offsite work experience  Annual Fayres – students’ complete activities and sell them at the fair, in pop up shops and through order forms.  As part of the school Independence program the students will have opportunity to attend their local community. This will develop their understanding of traveling safely as part of their Titan travel training.  The curriculum map and planning ensure that we build on students’ prior learning, and enables them to recap, revisit and consolidate learning from previous Key Stages.  We recognise and celebrate the fact that every member of the school community is unique and we have created a curriculum that is appropriate for each individual across all pathways and Key Stages. Accreditation is offered to all students along with a range of recognised awards such as the Duke of Edinburgh award. Community partnerships are integral to our provision and we work closely with the onsite specialist multi-agency team to develop bespoke programmes that support the individual needs of our students. |
| 1. **Learning from careers and labour Market information** | A careers display is located in the conference room. This display celebrates student engagement in the careers program. With examples of work experiences and encounters accessed as part of the curriculum and also events such as careers week, theme days involving encounters with employers or offsite visits.  Further displays within the school show a direct link to curriculum activities and students’ qualifications / Individual EHCP targets such as (Manual Handling, Forest school, Offsite visits, Project / Enterprise work, Duke of Edinburgh, West Bromwich Albion, ASDAN and PSD Qualifications)  All students have access to labour market information relevant to individual student needs in accessible formats which can be located here:  [Your Future Black Country – Shape your future](https://yourfutureblackcountry.com/). | | |
| Students research career pathways through discreet units of work delivered through Humanities and PSHE.  In addition to this, students have regular class-based work experience completing tasks assigned by staff within school.  All classroom has visual displays, with personalized communication methods showing the students daily jobs within each class. | Students research career pathways through discreet units of work delivered through Humanities and RSHE.  The students participate in a mini enterprise project, planning and organising sales within the school as part of their work experience opportunity and as an introduction to work.  The school has been working alongside Black Country consortium and have secured work experience opportunities at Provision House Dudley and DPD  Students research career pathways delivered through Humanities and RSHE. | Internal and offsite work experience  **Asdan PSD** Community action, preparation for work, managing social relationships. Working in a team  **Life skills Challenge** The school has been working alongside The West Midlands Combined Authority and have secured work experience opportunities at Provision House Dudley and a nursery in Sandwell council.  **Other opportunities - Volunteering**, work experience on and offsite.  Students attend careers fairs run by The West Midlands Combined Authority and our own careers fair. |
| 1. **Addressing the needs of each pupil.** | On site multi-agency team consisting of: Physiotherapists, Speech and language therapists, Occupational Health therapists, Advisory Teachers for visually and hearing impaired, Visually Impaired Habilitation specialist, Connexion’s advisor and Education Psychologists support school staff to meet students’ needs  Individualised Class Jobs completed daily to support running of class. Displays within the classroom to showcase these skills and promote independence  Students voice their needs through the student council. The council meets termly or as and when they feel a particular issue needs to be raised. This gives the students the opportunity to voice their opinions and address any issues.  Each class has its own Zones or regulations board to enable students to address their individual needs on a daily basis so staff can ensure their needs are catered for and their learning is in correspondence with how they are presenting at that particular time.  Termly evaluation forms are sent to students to enable them to have a voice and say what they have enjoyed or missed throughout their time within the school. | | |
| **The students’ voices:** Students complete evaluations and provide feedback on events that have taken place such as careers week or specific work experiences. | Work experiences with outside agencies. Planning work experiences they would like to try and looking into how they could achieve this through completing a set module to guide them through. **This is also highlighted in Bench mark 4.** | Students are accessed on the Asdan Life skills challenge and PSD program to enable them to work towards their attainment level to gain their award at the end of Post 16. **This is also highlighted in Bench mark 4.** |
| 1. **Linking curriculum learning to careers.** | We have a whole school Careers box system to enable all students to explore careers through role play/ sensory experiences and be a part of a group to explore the world around them.  We are working alongside Hugglepets new careers box ‘Working with dogs’ to gain experience and work alongside them in delivering a program in which qualifications can be achieved.  Individualised Class Jobs completed daily to support running of class. Displays within the classroom to showcase these skills and promote independence | | |
| **Volunteering work within school:**  In key stage 3 we follow a 3-year long term thematic topic-based curriculum which can be located on the curriculum page of our website  For the duration of key stage 3. The students will engage in a variety of activities allowing them to have multiple encounters and experiences with employers. As well as taking part in work experience.  This is delivered through:   * offsite visits * external visitors to school * discreet units of work from the My Independence curriculum and PSHE curriculum. * Whole school events such as Summer and Winter Fayre. Parents and external visitors are invited to celebrate the young people’s achievements. * Projects linked to the curriculum theme   My Independence medium term plans are designed to link directly with the delivery of the careers programme. Students will experience on and off-site activities and develop knowledge in the following areas:   * Food preparation * Enterprise * Shopping * Work and Careers * Travel training   These units of work are designed to promote independence and ensure that student’s develop skills both in school and in their local community. | **Vocational qualifications:**  In key stage 4 we follow a 2-year long term thematic topic-based curriculum which can be located on the curriculum page of our website  For the duration of key stage 4. The students will engage in a variety of activities allowing them to have multiple encounters and experiences with employers. As well as taking part in work experience.  This is delivered through:   * offsite visits * external visitors to school * discreet units of work from the My Independence curriculum and PSHE curriculum. * Whole school events such as Summer and Winter Fayre. Parents and external visitors are invited to celebrate the young people’s achievements. * Projects linked to the curriculum theme.   My Independence medium term plans are designed to link directly with the delivery of the careers programme. Students will experience on and off-site activities and develop knowledge in the following areas:   * Food preparation * Enterprise * Shopping * Work and Careers * Travel training   These units of work are designed to promote independence and ensure that student’s develop skills both in school and in their local community.  Duke of Edinburgh Award- The students work on completing tasks in three different skill areas, voluntary, skills set tasks or physical tasks to achieve either their bronze, silver or gold awards. The activities for each section have to be carried out for a number of hours and their final activity is a residential trip which they undertake with the school over a weekend to achieve the final award. | **Vocational qualifications:**  These are completed through Asdan life skills challenges as well as PSD.  **Asdan PSD** Community action, preparation for work, managing social relationships. Working in a team  **Life skills Challenge** Volunteering, work experience, people that help us.  PSHE – Building for the future and next steps.  The 6th form work on mini enterprise projects, this is an opportunity for them to explore running a small business. Researching and marketing as a group a business they have set up.  Duke of Edinburgh Award- The students work on completing tasks in three different skill areas, voluntary, skills set tasks or physical tasks to achieve either their bronze, silver or gold awards. The activities for each section have to be carried out for a number of hours and their final activity is a residential trip which they undertake with the school over a weekend to achieve the final award.  My Independence medium term plans are designed to link directly with the delivery of the careers programme. Students will experience on and off-site activities and develop knowledge in the following areas:   * Food preparation * Enterprise * Shopping * Work and Careers * Travel training   These units of work are designed to promote independence and ensure that student’s develop skills both in school and in their local community.  Duke of Edinburgh Award- The students work on completing tasks in three different skill areas, voluntary, skills set tasks or physical tasks to achieve either their bronze, silver or gold awards. The activities for each section have to be carried out for a number of hours and their final activity is a residential trip which they undertake with the school over a weekend to achieve the final award. |
| 1. **Encounters with employers and employees.** | Weekly Assemblies take place celebrating all cultural events as well as our whole school careers event which takes place annually.  In addition to this, we often host guest speakers to talk to the students.  On site multi-agency team consisting of: Physiotherapists, Speech and language therapists, Occupational Health therapists, Advisory Teachers for visually and hearing impaired, Visually Impaired Habilitation specialist, Connexion’s advisor and Education Psychologists support school staff to meet students’ needs  Weekly visits from WBA Foundation, Malthouse, Tipton Leisure Centre, Provision House and shopping trips to the local community  Working with Non-teaching staff (admin, housekeeping, site team) within the school to complete personalized jobs.  The school [website](https://www.themeadows.sandwell.sch.uk/careers) offers details for external employers to explore the school and offer students work opportunities. | | |
| Offsite educational visits to community settings.  The school offers support to parents, providing translators to enabling them to have input into students’ personal targets and an awareness of how they can support students with their personal learning goals. | Offsite educational visits to community settings.  The students work with different professional around the school to carry out work experience opportunities.  We work with external Muliti-agency professionals working with individuals for VI, SALT, PHYSIO, Teacher of the Deaf.  Working with Non-teaching staff within the school to complete personalized jobs.  Offsite educational visits to community settings.  Weekly visits from WBA foundation, visiting school and offering experiences offsite. | We work with external organisations:   * West Midlands Combined Authority. * WBA foundation * Local Colleges such as QAC, Trinity College, Sandwell, Dudley, Acorns Lodge   We have an annual residential trip to a working hotel in Minehead to allow students the opportunity to explore hospitality and develop careers opportunities as well as promote independence.    We undertake annual trips to the career’s events held by the West Midlands Combined Authority.  We provide opportunities for 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. |
| 1. **Experiences of workplace.** | Throughout the academic year we have several trips to work at the Pop-up shop, High Street, Dudley. KS4 and 5 students plan and make items to sell within the shop during a designated slot. They are involved with all aspects of the project, planning organisation, advertising and selling.  They also experience different work places through trips and visits. | | |
| In key stage 3 we follow a 3-year long term thematic topic-based curriculum which can be located on the curriculum page of our website  For the duration of key stage 3. The students will engage in a variety of activities allowing them to have multiple encounters and experiences with employers. As well as taking part in work experience.  Offsite educational visits to local community and wider areas:   * Snow dome * Museums * Local shops supermarkets and cafés * Local Temples and churches * Cadbury world * Safari Park * Dudley Zoo * Space Museum * Lego land * Sea life centre * Tipton Leisure Centre * Safari park * Malthouse stables   **Visitors to the school:**   * National History Museum * West Bromwich Albion sports coaches and team members * Local police and fire service * School Nurses and dental hygienists | **Visitors to the school:**   * West Bromwich Albion sports coaches and team members * Local police and fire service * School Nurses and dental hygienists * Paralympians   For the duration of key stage 4. The students will engage in a variety of activities allowing them to have multiple encounters and experiences with employers. As well as taking part in work experience.  Offsite educational visits to local community and wider areas:   * Snow dome * Museums * Local shops supermarkets and cafés * Local Temples and churches * Cadbury world * Safari Park * Dudley Zoo * Space Museum * Lego land * Sea life centre * Tipton Leisure Centre * Safari park * Malthouse stables   **Visitors to the school:**   * West Bromwich Albion sports coaches and team members | Students have the opportunity for work experience in a variety of different roles within the school setting as well as externally.  Weekly Class led work experience  Links with enterprise advisors  Offsite visits to different work places  The West Midlands Combined Authority work experience opportunities. We have secured work experience opportunities at Provision House and Wolverhampton Library coffee shop.  **Visitors to the school:**   * West Bromwich Albion sports coaches and team members * Local police and fire service * School Nurses and dental hygienists * Paralympians |
| 1. **Encounters with further and higher education.** | Visits from Sandwell, QAC and Trinity college to talk to our students about the colleges they work at and what they can offer.  Visits from organisations during careers week which are set out with different tasks.  Annual Christ Craft morning with |Sandwell College. A whole school event with activities available for students/ tutors from Sandwell to come along and work together with students form The meadows school. | | |
| Transition day to Key Stage 4. | Transition day to KS5 | The students participate in weekly placements at Sandwell College  Visiting events such as careers fairs organised by The West Midlands Combined Authority and The Westminster school. |
| |  |  | | --- | --- | | Pathways. | Colleges who they have encounters with. | | PMLD | Acorns Lodge Sandwell College | | Braided | QAC, Trinity college Options for life. | | Semi formal | Sandwell College, Dudley College, Trinity College, QAC | | Formal | QAC Sandwell College, Dudley College and Halesowen. | | We continue to work together to build our cohort of training providers to ensure the young people have opportunities to see a wide variety of organisations. | | | | | |
| 1. **Personal guidance.** | Teaching staff working with parents and carers to support and work with looking at next steps in their personal learning goals at annual review meetings.  CPD training is offered annually to staff to support their knowledge and understanding of Careers and what the school is doing to support the young people with their Gatsby benchmarks.  Careers Lead Tina Chance is available to support teachers/ parents/ employers with advice and guidance on careers. Tina is supported by Ashley Furness Head of sixth form, Ariane Parcel as Key stage 4 leader and Stewart Harris leader of KS3 and Graham Spencer who has oversight of Careers.  Vocational profile – This is a working document which the students will start to complete in KS3 and will work with them through their school to highlight their desires regarding their future.  The school is supported by the west Midlands Combined Authority to ensure we are meeting the recommended guidance of each Gatsby benchmark and sharing opportunities for individuals to get involved. | | |
|  | Connexions, Sandwell - Pam Brown our school career advisor working with parents in Year 8,11, 13 and 14 support them in transitional visits to colleges and future places for work to meet individual’s needs. Pam also supports parents with completing application forms | |