



Careers and Provider Access Policy

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Signed LAB:

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Bardwell Schools Provider Access Policy Statement and Career Policy Statement

Introduction

This policy sets out the school's arrangements for managing access to information, providers, training providers, education and employment information. This complies with the school's legal obligation under section 42B of the Education Act 1997. It also outlines our school policy on preparing students for their life beyond Bardwell e.g. how we prepare them to access the world of work, further education and apprenticeships.

Aims

The aims of Bardwell's Career Policy are:

- To provide a relevant and engaging careers curriculum that meets the differing needs of our pupils
- To ensure that all students gain the confidence, skills, knowledge and experience required to manage their own career progression
- To ensure pupils know where to look for opportunities and who to ask for assistance if required
- To give students an insight into the labour market and develop the key skills they need to access it
- To provide pupils with access to *Experience in Work*
- To provide impartial information on post-16/19 options
- To ensure all pupils have access to a careers education that includes employability skills, self-awareness of their skills and interests, exploring options and an understanding of education, training and employment routes. This includes developing transferrable skills that are desired by employers such as teamwork, resilience, problem solving and CV writing skills
- To enable pupils to make plans for the future, manage their transition and develop coping strategies to deal with the changes

Context and pupils' entitlement

At Bardwell, we recognise that our pupils will all have different pathways once leaving Bardwell and we provide opportunities for pupils to explore these options.

Common pathways for our pupils include:

- Further education – college and residential colleges
- Supported living – residential care settings, semi-independent living
- Independent living
- Employment – supported employment, voluntary employment, paid employment, supported internships, apprenticeships, supported apprenticeships
- Use of care services – such as day care settings

The provision at Bardwell is bespoke to individual students needs with their next destination in mind. Consideration of the amount of support a student requires and the appropriate time for this support to be implemented is a shared decision between the careers lead, teachers, the student and their family.

See Appendix 1 for the student guide to Career programmes at Bardwell School.

In line with The Department for Education Act 1997, sections 42A and 45A, all students from year 8 to year 13, all pupils are entitled to the following:

- Impartial and independent careers advice on a 1:1 basis that signposts a range of pathways. This will be adapted to the individual pupils needs.
- At each transition point, information on further education, qualifications and apprenticeships available. This includes access to local providers to ensure they know what each of these offers.
- Support which enables them to make applications to a range of courses
- Encounters with employers (at least once a year from year 7-13)
- A Careers lead at the school responsible for delivering the careers programme
- Access to published details of the career programme (available to young people and their families)
- An EHCP outcome linked to transition from year 9 onwards
- Their careers and enterprise journey recorded in a format that is accessible to them (multi-me)

Curriculum

At Bardwell, we have developed our own curriculum structure which meets the needs of our learners. As such, everything we offer is catered to individual need and ensures that pupils are reaching their full potential. We focus on teaching pupils skills that they can apply to the rest of their lives. This includes communication skills, self-regulation, home management and travelling skills. These are all vital skills our pupils need to move on to further education or employment. Three sections of our curriculum support pupils in developing key skills that relate to careers. One is the 'employability skills' section of our PSHE curriculum, another is the 'Pathways' section of the post-16 curriculum. Our Experience in Work programme also compliments this.

PSHE – Employability skills

Our PSHE curriculum is based around key skills students will need in their adult lives. This includes independent living skills, community inclusion, health and employment education.

Under our PSHE curriculum, 'employability skills' forms a whole section of learning. We start this education from a young age, supporting our youngest pupils to access the world of work and key skills that are related by encouraging them to:

- follow instructions
- adapt to new environments
- engage in real world play (builders/nurse/doctors, etc)
- take part in real world visits (fire stations, farms, etc)
- Consider 'What do you want to be when you grow up?'
- Meet role models
- Discuss career and education options
- Build a profile of interests and ambitions
- Have regular access with employers (key from year 7 onwards)

As pupils move through the school, we continually focus on preparing them for their adult lives. For some students, this may also include developing their work-related skills. As part of this, we teach the following skills:

- Appropriate dress
- Punctuality and Professional conduct
- Personal organisation
- Working relationships
- Knowledge of equipment
- Health and safety

- Help available
- Locating key places such as a fire exit, bathroom, staff room, etc.
- Working as a team
- Leadership skills
- Flexibility and resilience
- Interview skills
- Application skills

Linked in with this, we develop students understanding of their options when they leave Bardwell, for example further education, employment, care facilities, etc. As well as where to go for support e.g. the job centre. The focus on preparing for adulthood and moving on increases as pupils get older, please see our post-16 curriculum for additional information.

Post-16 Curriculum

In order to develop awareness of post-19 options and facilitate transition to adulthood, *The Lodge* students access a range of learning opportunities entitled 'Pathways'. Individual pupils have different next steps and require different levels of support when leaving full time education. Information collected from students, their EHCP plans, parents' meetings, EHCP meetings, prior assessments and information from people at their next destination (e.g. care providers, college teachers, employers) all inform the support that is put in place for individual students.

Structured lessons within *The Lodge* encourage pupils to think about their future transition into adulthood. These lessons are built around acquiring the necessary skills to live as independently as possible in adulthood, as well as making informed choices about the future. We recognise that our pupils will all have different pathways once leaving Bardwell and we provide opportunities for pupils to explore these options.

From the time pupils enter *The Lodge*, there is a focus on raising awareness of their options once they complete their time in compulsory education. The Pathways part of our curriculum is focused on developing pupils' awareness of their choices and moving on to their next steps. This includes giving pupils a taster of the common pathways listed above. Where appropriate, pupils are given the opportunity to work alongside employers either through experience in work (see below) or through structured learning opportunities (e.g. visiting local employers, exploring what jobs are available in the local area, observing different settings and what roles people fill in those settings, etc.). They also have access to further education options in the same way (e.g. visits to local colleges, college course leaders coming into school, taster sessions, etc.).

Detailed careers programmes

As the careers programme we offer is individualised to meet the needs of our pupils and for this reason, we do not have a one size fits all careers programme. Information on the careers programme that individual pupils will be accessing are available on their long-term plans at the start of each year. Each term, a class timetable is also available which gives additional information on this. If students are accessing content that is different from their peers e.g. *Experience in Work* placements, this will be communicated to the pupil and their families on an individual basis e.g. through a letter, phone call and/or the home-school diary. All of our pupils have their own EHCP targets, tailored to their individual needs which guide their career progression and the provision that is offered to them. This is developed in consultation with teachers, pupils and parents to ensure that it is appropriate for their needs and creates appropriate aspirations.

Experience in work and contact with employers

The opportunity to apply and develop skills within a workplace is facilitated at Bardwell through a mixture of regular off-site '*experience in work*' and through exploration of the world of work through

structured lessons, taught from school. This gives pupils the opportunities to develop and apply key skills they've already acquired in a range of settings, as well as preparing them for life beyond school.

Pupils have access to a wide range of *experience in work* opportunities. This includes (but is not limited to) the following:

- regular off-site experiences where pupils will stay at the same placement for the duration of a term, revisiting the placement at the same time each week. This gives them the opportunity to become familiar with the work placement and tasks that are presented to them. This allows pupils to develop their confidence and consolidate learning. Support staff are used to facilitate these experiences with the aim of promoting greater independence across the duration of the experience.
- Regular off-site experiences in work that run the same way as above, but the pupil attends independently. This may also include getting themselves to and from the placement independently and managing their own time (e.g. deciding an appropriate time to leave to get there on time). Some pupils achieve this after receiving regular support from a member of staff, this support is slowly withdrawn, increasing pupil independence.
- It may be appropriate for some pupils to take part in block placements. This involves visiting an employer for a number of days or weeks at a time, facilitating a greater understanding of full-time work and supporting the transition between school life and working life in adulthood.

In addition to this, pupils learn about employers or companies and have regular access to these. This includes visits to different companies to find out about key job roles within them. Through these experiences, pupils develop skills necessary to operate in a workplace e.g. appropriate dress, time keeping, social interactions at work. For some of our pupils, the focus of *experience in work* is to develop their key skills and generalise them a range of settings. Other pupils will be learning about their options for paid employment and preparing themselves to transition to paid employment after leaving Bardwell.

Please also see our *Experience in Work Policy* for additional information on this.

Additional opportunities

In addition to the curriculum offering, pupils also have access to a number of other opportunities to learn about their post-16/19 options. This includes:

- Information on options sent home regularly
- Series of EHCP transition meetings from year 9 onwards. Once pupils are in their final 2 years of school, these transition meetings are increased and support put in place to ensure pupils have a next destination in mind and that the appropriate measures have been put in place to enable a transition between school and the next setting.
- Speakers that are invited to the school
- Careers advice on a 1:1 basis
- Support for their wider network (e.g. their families) to understand the options – for example, we work closely with local colleges, care providers and employers to signpost post-16/19 options. This includes hosting a biannual signposting event, where local providers are all invited to share information with pupils and their wider support network.
- All of our pupils are offered individualised transition planning. Once pupils and their families have made a choice on their next destination, a range of support is put in place to facilitate a smooth transition between settings. For many pupils, regular visits to their next destination are very important at this stage of transition. Visits from key workers at the new setting (e.g. employers, new teachers, careers) to see pupils at Bardwell can also be helpful. Staff from Bardwell can facilitate the sharing of key information between the settings too. For others there are a number of tasks they need to complete to move on

e.g. completing a CV to get a job, practicing interview questions or filling in application forms, which we support as part of their transition.

Roles and responsibilities

At Bardwell, we have an identified careers lead who is responsible for overseeing our careers offering. The careers lead is responsible for ensuring that all pupils receive their entitlement (see above), overseeing transition for pupils and managing the whole school approach to careers and transition information. The career lead is responsible for overseeing the careers programme but they work closely alongside class teachers, external providers and a careers adviser to deliver this to pupils.

The careers lead also works closely with the school's pastoral support team to ensure that information about options after post-16/19 are communicated with students and families. The pastoral support team are responsible for the sharing of key information, organising events to share information (e.g. careers fairs) and inviting speakers into the school to talk to pupils about their options.

Pupils have access to a careers adviser that can provide each pupil with 1:1 careers advice. Where appropriate, they may also provide group support or other input to inform students about their options. They also work closely with teachers and families, as these are often best placed to provide additional support to students and understand their needs well. The support provided by the careers adviser will be impartial and adapted to individual pupils needs.

The Local Academy Board (LAB) also take a strategic interest in careers education and guidance and encourage this at Bardwell. The LAB ensure arrangements are in place to allow a range of education and training providers to access pupils at Bardwell School.

Provider Access Requests

Any providers wishing to request access to the school should contact the school office on: office.7029@bardwell.oxon.sch.uk or call the school on: 01869 242182. The information will be passed to the current careers lead who will then decide what is best to do with this e.g. sharing any literature with teachers and pupils, inviting them in to do talks, etc. The careers lead will ensure appropriate materials reach individuals and their families.

The school will make an appropriate space available for providers and students to meet e.g. the school hall for large events, *The Lodge* for talks with pupils, a meeting room for small events, a space for 1:1 meetings, etc.

Recording, monitoring and evaluation

The careers lead reviews our approach on an annual basis, checking what we offer against the Gatsby Benchmarks. Based on this, they create an action plans to improve our provision. They use the online Compass career benchmark tool to support their analysis of our provision.

The careers lead is also responsible for identifying and meeting the CPD needs of the wider teaching team and reviewing individual pupils progress in relation to careers. A pupil's journey in careers and enterprise is recorded on multi-me. This includes recording any enterprise activities they've taken part in, information about any careers talks they've been involved in, evidence of any *Experience in Work* that they've gain, information of any further education provider they've visited and notes on career guidance given. It is individual teacher responsibility to make sure this information goes onto their multi-me accounts. The careers lead will use the information on multi-me to inform the audit of careers provision within the school and use this to provide feedback to teachers on further ways to improve our provision.

Parent and carer involvement

Pupils parents and carers are central to pupil's success, both when transitioning and in adulthood. We work closely with them to ensure that we understand the wider families wishes and work in collaboration to facilitate transition. Parents are involved in creating EHCP targets related to transition from year 9 onwards. They take part in an annual meeting to review progress towards these targets. Teachers also maintain an ongoing dialogue with parents throughout the year. They do this through parents evening, posts on multi-me and regular messages in their home-school diary to keep them informed of progress and discuss steps moving forward.

Links to other policies and documents

The following documents and policies can be referred to for additional information on the careers provision at Bardwell:

- PSHE curriculum document
- Post-16 curriculum document (within the Bardwell Curriculum Framework)
- Equal Opportunities Policy
- Experience in Work Policy



APPENDIX 1 - Career programme at Bardwell School - Students guide

In the future you will be leaving Bardwell, to ensure you're ready for being an adult, we teach you a number of skills to help you in the future.

When you leave, there are lots of options open to you. This includes the following:

- Further education such as going to a college. You will have choices about the type of course you want to do. You can choose what interests you/what you'd like to learn about. Some colleges do day courses whilst others, called residential colleges let you move in. This means you will live there during term time, eating all your meals there and sleeping there too.
- You might move into a house where people help you look after yourself, these are often called residential care settings.
- You might move into semi-independent living. This means you will have your own space to live and you will look after yourself but someone will be available to help you if you get stuck or need a little bit of help each day.
- You might live on your own. This is called independent living.
- You may stay living in your family home.
- You might go on to get a job. There are lots of different types of employment you might go into, for example, you could get a paid job, you might do a voluntary job (this means you do not get paid). You may also get a job that involves working whilst you learn how to do this job, examples of this include: supported internships, apprenticeships and supported apprenticeships.
- You might access a range a care service. An example of this is a day care center where you'll go each day. Often these centers organise activities in the day to keep you busy.

To make sure you're ready for this, we do the following:

Early Years, Key Stage 1 and Key Stage 2	Our curriculum supports you to develop a range of key skills you'll need in later life. This includes fundamental skills, maths and communication skills and life skills. There is also a focus in PSHE on developing your life skills so you're best prepared for life outside of Bardwell.
Key Stage 3	<p>The work started in the early years is continued in KS3. In addition to this, the following opportunities are also offered:</p> <ul style="list-style-type: none"> • You will focus more on your employability and independence skills. • You will get individualised targets based on what you need to learn and what you want to do as an adult • You will be given personal careers advice/guidance • At your EHCP meeting, you and your family will be asked to think about the future and discuss options

	<ul style="list-style-type: none"> • You will be given an EHCP target linked to transition • You will have the opportunity to gain experience in work, these opportunities will be both onsite and offsite • You will take part in enterprise lessons • You will have contact with employers, colleges and HE settings • You will be encouraged to review what skills you have and where appropriate, do some work on CV's and interview skills • There will be more off-site learning experiences, which will increase your knowledge of the world
Key Stage 4	<ul style="list-style-type: none"> • You will focus on your employability and independence skills • You will get individualised targets based on what you need to learn and what you want to do as an adult • You will be given personal careers advice/guidance • During your 'pathways' lesson, you will be encouraged to research, explore and visit a range of next destinations • At your EHCP meeting, you and your family will be asked to think about the future and discuss options • You will be given an EHCP target linked to transition • You will have the opportunity to gain experience in work, these opportunities will be both onsite and offsite • You will take part in enterprise lessons • You will have contact with employers, colleges and HE settings • You will be encouraged to review what skills you have and where appropriate, do some work on CV's and interview skills • There will be more off-site learning experiences, which will increase your knowledge of the world

Everything we teach you will be based around you. We will make targets that suit you and focus on getting you ready for life outside of Bardwell.

If you'd like more in depth information about careers at Bardwell, please see Bardwell's Career Policy Statement Including provider access statement. You can also find more information about what we teach at Bardwell in our curriculum documents.

A member of the teaching team will be happy to explain any of this information to you if you'd like help understanding it further.