



Careers Advice and Guidance and Effective Transition at Pens Meadow School

Provision at Pens Meadow School is the responsibility of the TLR for Provision development, Sarah Sparkes, under the direction of the deputy headteacher, Michal Pawlowicz. This includes Careers Education.

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The duty on schools, to secure independent careers guidance for all year 8-13 pupils, is intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential. Schools should help every student develop high aspirations and consider a broad and ambitious range of careers. Inspiring every pupil through more real-life contacts with the world of work can help them understand where different choices can take them in the future.

Schools should provide face-to-face advice and guidance to build confidence and motivation. This should include consideration of the role that careers professionals can play in supporting pupils as one element of a varied careers programme.

All students attending Pens Meadow School have an Education, Health Care Plan (EHCP). As part of the consultation towards these documents we fulfil the requirement to work with local authorities to identify vulnerable young people, including those with special educational needs and those at risk of not participating post-16, and the services that are available to support them.

Introduction

Pens Meadow provides a relevant and engaging careers curriculum which meets the differing needs and requirements of our pupils. This is developed throughout a pupil's time at the school and is always supportive of their abilities, strengths and skills.

Aims and purpose

- Prepare pupils for the transition to life after Pens Meadow
- Support pupils in making informed decisions which are appropriate for them
- Provide pupils with well-rounded experiences
- Develop personal characteristics such as social skills, communication, independence and resilience
- Inspire and motivate pupils to develop themselves as individuals and live as independently as is possible

This document summarises the statutory guidance and recommendations. It then outlines the provision of careers education, work experience and provider access.

Statutory requirements and recommendations

The careers provision at Pens Meadow is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997.

This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

- be impartial
- include information on a range of pathways, including apprenticeships
- be adapted to the needs of the pupil

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document, under Provider Access.

Careers Provision at Pens Meadow

All pupils have access to the following:

- Pens Meadow Provision – refer to further provision documentation
- Visitors in to school and offsite visits support pupils in developing their understanding of a range of different post 19 pathways.
- All pupils from Year 9 have access to advice and guidance from our connexions advisor
- Pupils have access, through school arranged or facilitated events, to relevant careers events hosted in various locations

Key Stage 3/4

- Pupil pathways onto accredited and vocational courses are planned and prepared for in KS4
- Pupils take part in Enterprise projects across the school year
- Projects are a key part of the KS4 curriculum

Key Stage 5 (in addition to KS4 ongoing provision)

- One-to-one meetings with families, the school team and Connexions Advisor in Years 12 to 14 informs individual routes into Post 19 provision and appropriate and meaningful work related learning opportunities

The overall organisation of work related learning is undertaken by lead post 16 staff who liaises with the whole team to ensure the most relevant and engaging opportunities are taken.

Families are informed and communicated with throughout the process and a work experience agreement form and work experience information form are completed.

All pupils on placement are covered by the employers' insurance and places of work are risk assessed by school staff.

Providers Access Policy Statement

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 8-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure:

A provider wishing to request access should contact Michal Pawlowicz, Deputy Headteacher, Telephone: 01384 818945; Email: mpawlowicz@pens-meaow.dudlet.sch.uk

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

Premises and facilities

The school will make the main hall, classrooms or meeting spaces available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with Michal Pawlowicz, deputy headteacher. This will be made available to pupils and families as appropriate.

Connexions

The governing body must ensure that the independent careers guidance provided:

- Is presented in an impartial manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

At Pens Meadow School Impartial Careers Advice and Guidance is provided by Connexions. This is through targeted support. The school is allocated a named Personal Assistant. This PA fulfils the role in several ways;

Attending annual reviews from Y8 onwards

- Working with school and families to agree short term priorities for employment, community inclusion, independent living and health pathways. If other support agencies are involved, their input is included. This is documented in the EHCP
- Working with school and families to determine long term outcomes for adult life in the areas of employment, community inclusion, independent living and health pathways. These are documented in the EHCP.
- Visiting families to build relationships and understanding of individual student need
- Visiting school to observe students and gain understanding of needs, abilities and aspirations
- Supporting school staff to develop an understanding of local options for our student population
- Supporting students to access the connexions website
- Supporting families to visit a range of educational options which may be available after school
- Supporting families to apply for post school options

We are required to provide information to students about the financial support that may be available to help them stay in education post-16. At Pens Meadow, this is through the provision of an EHCP.

We also ensure that young people understand that the 16 to 19 Bursary Fund has been set up to support those in financial hardship, and that they can apply for this through school.

Transition

Continuing in education may not be a realistic option for some of our students. If college is a possible next step, it is likely to be successful if the right support is secured and everyone involved has a clear understanding of the student's needs. It may also be a part of a package of support, surrounding the student which may include social care or health input and provision.

We take our responsibility to prepare our students for the next stage of their adult life very seriously, and as such, have a team of staff to support this. This includes two transition staff; a teacher and HLTA and the family support team. In addition to this, we work closely with the transition social care team, initially through annual reviews of EHCP to ensure our students' needs are fully understood and appropriate provision can be planned.

During the last year at Pens Meadow, the school team organise and facilitate transition meetings with all agencies involved with our students. Central to this process are our students and families. The wider group may include; connexions; social care; health professionals; F.E. professionals; private providers; voluntary sector; therapists, or others.

We support our families to investigate available opportunities and decide preferences. Throughout all of this, the students are involved in as meaningful a way as possible, attending meetings if appropriate and visiting options for future placements.

Once a decision has been reached we support our students and future placements with transition. This can be over the course of the year, or as long or short as is deemed appropriate. It will also take various formats as transition is planned and delivered on an individual basis.

Pens Meadow Study Programme

In preparing our students for the next stage of their adult life we include the following, in accordance with the Careers guidance and inspiration in schools (DfE March 2015). We also take account of the Gatsby Benchmark Standards, details of which are included at the end of this information.

- Providing access to a range of activities that inspire young people, including employer talks, careers fairs, motivational speakers, colleges and university visits, coaches and mentors. High quality mentoring can be an important part of delivering against the duty as it develops the character and confidence needed to build a successful career. This is done as appropriate to the needs of our students.
- Building strong links with employers who can help to boost young people's attitudes and employability skills, inform pupils about the range of roles and opportunities available and help them understand how to make this a reality. Although paid employment is not a likely option for many of our students, voluntary work may well be part of adult options
- Offering high quality work experience that properly reflects individuals' studies and strengths, and supports the academic curriculum. All students have personal pathways meetings with their keyworker during which they discuss their targets in relation to key skills, vocational and work experience pathways.
- Widening access to advice on options available post-16, for example, apprenticeships, entrepreneurialism or other vocational routes. This should also include giving other post-16 providers opportunities to engage with pupils on school premises. This is delivered as relevant to our student population, working with local colleges and other providers, usually on an individual student level.
- Consciously working to prevent all forms of stereotyping in the advice and guidance they provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.
- Creating a learning environment which allows and encourages pupils to tackle real life challenges which require them to manage risk and to develop their decision making, team building and problem solving skills. Having high expectations of all pupils. Facilitating access to a range of inspirational role models can instil resilience, goal setting, hard work and social confidence in pupils, encouraging them to overcome barriers to success. All students at Pens Meadow have individual targets and are supported by a wide range of staff to work towards aspirational but realistic future options
- Having a clear focus on the enterprise skills, experience and qualifications that employers want can support preparation for work and help students gain confidence.
- However Pens Meadow School's overall strategy for advice and guidance recognises that our students will need additional support before they are ready to make decisions about their next steps.

Impact and Effectiveness

At Pens Meadow, due to the effective transition planning process, students do move on to future options. These include;

- Local colleges
- Independent Specialist Providers
- Social Care funded private providers
- Social Care personal budget
- Health funded provision
- Voluntary work

Generally, a 'package' of support, including one or more of the above is achieved.

There is a lack of suitable provision for our young people leaving us. Pens Meadow works pro-actively to secure the best available solutions for our families. Our family outreach team carry out a tracking project, gaining information about the success of future placements.

Leaver destinations:

2014 – 15

3 students 1 local college with EHCP
 1 voluntary placement 3 days per week at Pens Meadow plus direct payments for PA
 1 private provider funded by social care

2015 – 16

7 students 1 full time placement joint funded by social care and health
 1 private provider funded by social care
 4 local college provision (2 with continuing links with Pens Meadow)
 1 local college provision with residential adult care

2016 – 17

2 students 2 assessments from social care leading to funding allocated to access providers

2017 – 18

10 students 5 local college provision
 1 local college provision with additional support
 1 Specialist College
 2 assessments from social care leading to funding allocated to access providers
 1 full time placement funded by social care

Study Programmes

All pupils aged 16 to 19, whether doing academic or vocational studies or a mix of both, are already expected to be following a study programme tailored to their prior attainment by age 16 and future education and career aspirations. A core principle of study programmes is that they support and encourage progression to the next level of education or employment. Schools with post-16 pupils, should ensure that pupils are aware of progression routes they can pursue after the study programme they are following. At Pens Meadow, this is through an individual approach, working with each student and their family.

Advice from '16-19 study programmes' (DfE January 2016) states that; the needs of students with special educational needs and/or disabilities (SEND) can vary widely, but the study programme principles still apply. Students should follow a programme that stretches them, prepares them for adulthood, and supports their progression into work or further study. For students with SEND who have a learning difficulty assessment (LDA) or an Education, Health and Care (EHC) plan, a study programme can apply up to the age of 25. Institutions, in discussion with the student, need to assess what type of programme is most suitable given their career aspirations.

While some students with SEND should be on study programmes which help them achieve stretching qualifications, others will benefit from a study programme which concentrates on high quality work experience and other non-qualification activities to help them prepare for employment and adult life more generally, rather than on qualifications. As part of their study programme, students should be supported to find routes through to employment, building on work experience, and independent living. Young people with a special educational needs (SEN) statement, LDA or EHC plan, can undertake supported internships which aim to prepare them for employment through extended work placements with employers.

Study programmes should always include English and maths, but at an appropriate level. Some students with SEND will be able to work towards achieving GCSE grade C or above, whereas others may qualify for exemption from the condition of funding. More information about this exemption can be found in the EFA condition of funding guidance.

At Pens Meadow the accreditation route used is ASDAN Personal Progress, OCR Life and Living Skills at Entry 1 and Entry 2 and AIM voc awards in Year 3

Students should be encouraged to take part in other meaningful non-qualification activity alongside work experience. Such activities should again be planned and organised by the provider, and may include enrichment activity to build character (as recognised by the DfE character awards), tutorials, study skills, leadership, team-work or self-management skills and activities such as the Duke of Edinburgh's Award or volunteering. Individual opportunities for students at Pens Meadow are arranged after discussions in pathways meetings. They may include work related learning within school, on either site, independent travel training, community access opportunities or supported work related learning offsite; at social business partnerships or with voluntary organisations.

All study programmes reflect the student’s longer term aims and aspirations, and support them to achieve their goals. In accordance with expectations, all students nearing their planned leaving date are encouraged and supported to apply for and, where possible, secure an apprenticeship, further learning or employment.

The eight Gatsby Benchmarks are:

Benchmark	Description
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.
2. Learning from career and labour market information	Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school’s careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

Benchmark	Ideals: What it looks like in practice	Pens Meadow 2018-19	Short term 'Quick Fix'	Future development
<p>1. Stable Careers Provision</p> <ul style="list-style-type: none"> • Embedded careers provision • Backed by SLT • Published on website • Regularly evaluated 	<ul style="list-style-type: none"> - opportunities across the curriculum to develop transferable life and social skills that support careers, employability and enterprise - the development of students' self-advocacy, negotiation, decision-making and transition skills - purposeful interactions with a range of trusted and familiar adults including school staff and visitors - partnership with parents and carers - recognition of the learner voice and the active involvement of young people in decisions that affect their future, both individually and collectively - information, advice and guidance 	<p>EHCP - progression in education, linked to outcomes</p> <p>WRL age 14 plus e.g. Nineveh Ridge Care Farm Hospitality 'Print' shop Enterprise Young Promoters Hawbush Community Farm Halesowen College course Independent Living Skills</p> <p>WRL 16-19 Charity shops Mary Stevens Hospice grounds</p>	<p>Links with Mary Stevens Hospice from Y14. SS and RL met with VH Dec 18 to discuss.</p> <p>VH and RL visited Feb 19</p> <p>Website – all we currently do</p> <p>WRL Enterprise, Young Promoters Family Workshops HSA</p>	<ol style="list-style-type: none"> 1. Review the whole school careers programme. Update annually 2. Publish on website and so make all stakeholders aware of it including parents, carers and agencies. 3. Appoint a careers lead or coordinator to manage and maintain a stable career programme
<p>2. Learning from Career and labour market information</p> <ul style="list-style-type: none"> • Age 14 Students and parents aware of and have access to information to inform careers and study options 	<p>The SEND Code of Practice stresses the importance of high aspirations for successful transitioning with long-term goal planning starting well before year 9. Goal planning should consider transition into post-16 education including further or higher education,</p>	<p>Connexions and Transition Social Workers involvement in EHCPs from age 14</p> <p>Advertise College Open Days.</p> <p>Assist in preparation for interviews for students</p> <p>Visits to local colleges, SECs, social care funded options in final year</p>		<ol style="list-style-type: none"> 1. Develop a 'Careers' library, with information and layout appropriate to our students. 2. Presence of career options at Parents Evenings / Invite Speakers about jobs they do – Careers Week 3. Develop role-play activities relating to different work settings 4. Organise visits or guided tours of workplaces / social care funded options

<p>3. Addressing the needs of each pupil</p> <ul style="list-style-type: none"> • Provide challenge • WRL records • Record of data for 3 years after leaving 	<p>Transition support is tailored to what the student wants to achieve and what practical help is needed to do this. Parents and carers are fully involved in the transition planning process</p>	<p>Learning Manager interviews students about careers as part of Student Voice for EHCP annually</p> <p>Family outreach involved in finding out parent's aspirations for their child</p> <p>Transition Meetings WRL records</p>	<p>Use Compass tool to assess current position</p> <p>Expand WRL records to start age 14</p>	<ol style="list-style-type: none"> 1. Invite speakers 2. Hold a Careers Week 3. Expand WRL records into a careers Journal 4. School Records for each student for 3 years p16
<p>4. Linking curriculum learning to careers</p> <ul style="list-style-type: none"> • Emphasise the importance of succeeding in English and maths. • Life Skills 	<p>Focus on everyday independent living, future learning and leisure, livelihood planning and employability skills.</p> <p>organising thinking, meeting deadlines, persisting and being reliable.</p>	<p>Enterprise – Coffee Mornings Pop up shops Young Promoters School Productions</p>		<ol style="list-style-type: none"> 1. Focus on Maths and English as a starting point for Careers Education and make links to Topic Planning Pre 16 2. Careers links to internal WRL 4. Celebration Events – Leavers Assembly; governors, WRL placement
<p>5. Encounters with employers and employees</p> <ul style="list-style-type: none"> • 1 a year minimum • What work is like 	<p>All young people in years 7-13 should have at least one meaningful encounter a year by 2020, in line with the Gatsby benchmarks. A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>	<p>Link with Paul at Mary Steven's hospice – work in their grounds and at charity shops. Link Food Bank Connexions links.</p>		<ol style="list-style-type: none"> 1. Enrichment Days/Careers Week with visiting speakers 2. Build links with employers (family and friends links?) WRL partners

<p>6. Experiences of Workplaces</p> <ul style="list-style-type: none"> • 1 by age 16 • 2 by age 18 	<p>Every student should have first-hand experiences of the workplace through work visits, work shadowing and/ or work experience</p>	<p>WRL RECORDS Nineveh Farm Mary Steven’s Hospice Food Bank Charity Shops Internal – Hospitality Community Café Print shop.</p>	<p>Begin WRL records in Upper school</p> <p>Displays of WRL</p> <p>Symbolised word mats</p>	<p>1.Develop a ‘Bank of WRL Placements’ and Work related skills offered internally</p> <p>2.Celebrate our ethos of providing WRL for ex students and other volunteers on website</p>
<p>7. Encounters with further and higher education</p> <ul style="list-style-type: none"> • 1 by age 16 • 2 by age 18 	<p>All students should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace.</p> <p>By the age of 16, every pupil should have had a meaningful encounter with a provider of the full range of learning opportunities.</p> <p>By the age of 18, all students who are considering applying for university should have had at least 2 visits to universities to meet staff and students.</p>	<p>Transition to P16 site visits Transition visits and Interviews at Colleges supported by staff/parents At taster sessions EHCPs identify transport needs ½ day course Halesowen College CV in final year to Colleges- Stourbridge, Brinton Fields, Dudley and SECs – Unicorn and Kidderminster</p> <p>SW liaising with parents, Connexions and Transitional SW</p>		<p>1.Develop link with the ‘Craft Café’ which makes items to sell at markets (Buy into – cost implication)</p>

<p>8. Personal Guidance</p> <p>Careers interviews 1 pre 16 2 post 16</p>	<p>Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p>	<p>Students discuss annually with Learning Manager at P16</p> <p>SW Connexions advisor regularly in school getting to know students</p> <p>EHCPs identify if education will continue P19 Identifies Student goals</p> <p>Advise of Transition Fair at OPS</p> <p>Practise interviews at school prior to sending for College interviews</p>	<p>Extend as part of transition, LM to meet Ridge Hill pupils and discuss at interview</p> <p>Outreach to involve parents in planning their Transition Plans</p>	<p>1. Develop own Transition Fair as part of a Coffee Morning; inviting colleges etc to have stands and talk to parents.</p>
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