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Careers and Employability Skills Policy

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Bestwood Village School



1.0 Local Context

Bestwood Village School is an Educational Establishment that caters for students and young people aged from 7-16. All students attending the school have an Autism diagnosis and are working significantly below their age-related expectations. Educational, Health and Care plans are in place to inform the provision planning to ensure that students can make progress towards and meet their highly individualised and educational goals. In addition to their autism diagnosis, many students also have additional associated diagnosis', or medical considerations, such as Attention Deficit Disorder (ADHD) or Epilepsy.

Students attending Bestwood Village School are grouped into one of three different pathways, based on their needs, EHCP targets and levels of attainment. These are called the Robin, Kestrel and Eagle Pathways.

Robin is our Semi formal pathway and allow our students to explore their sense of self. These programmes are designed to allow pupils to gain a better understanding of their individualised communication / sensory profiles, through a sensory play/ intensive interaction approach.

Our more formal pathways are Kestrel, which starts to introduce subject content linked where possible to the national curriculum, whilst still allowing pupils to gain a better understanding of their individualised communication / sensory profiles, through a sensory play/ intensive interaction approach. Students will eventually advance to qualifications in key stage 4 in this pathway including ASDAN awards /Entry levels. And Eagle, which is designed for students working at a higher cognitive level, this pathway contains links to the National Curriculum. Students studying on this route will eventually advance to qualification routes in Key Stage 4 e.g. Entry levels / Functional Skills

In addition to pathways Robin, Kestrel and Eagle, all students will access an enhanced Enrichment program, where they will have access to the local community which form an integral part of their education and preparedness for adulthood. The enrichment program allows students to build on their own independence through travel training, shopping and food preparation.

A scheme of learning around Careers has also been established to support students in understanding the different roles in society and build job aspirations in those students that may go on to find employment. PSHE, RSE and RE will be delivered to students at an appropriate level to their educational needs and levels of understanding.

2.0 Intent

The Careers Lead for Bestwood Village School is Michelle Bradshaw, supported by Alison Scotney - SENDCO. There is a collective responsibility for all staff to take ownership for the planning and delivery of personalised careers, employability, and economic understanding opportunities / experiences for all pupils.

We aim to develop children and young people's understanding, awareness and skills linked to careers, employability, and economic understanding. Our aim is for all pupils to have meaningful experiences linked to their aspirations, interests, and developmental stage. We aim for pupils to have careers and employability learning opportunities and experiences as part of their core thematic topics or as part of whole school collapse curriculum days, off-site educational visits, and work experience.

We provide pupils with the knowledge, information, and skills to make informed choices about suitable "next steps" such as key life skills linked to employment, work experience, routes to voluntary or paid employment, qualifications, and accreditation to support further study. Bestwood enables pupils to receive accurate information, advice and guidance about all options and opportunities open to them and the progression routes to which those options lead.

We aim to ensure the following are explored appropriately in line with each pupils' developmental stage, aspirations, and interests:

1) Have a stable careers programme

- An embedded programme of career education and guidance that is known and understood by pupils, teachers, parents/carers, employers, and other agencies.

2) Learn from career and labour market information

- Every pupil and their parents/carers, to have access to good quality information about future study options and labour market opportunities. This will include the support of an informed adviser to make the 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 tailored to the needs of each pupil. Our careers programme ensures equality and diversity is embedded throughout.

4) Linking curriculum learning to careers

- All teachers and support staff link curriculum learning with careers, even on subject areas that may not be specifically occupation-led. For example, STEM subjects should have their relevance highlighted and linked to the wide range of future career paths. Learning programmes should also reflect the importance of Maths and English as a key expectation from employers.

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 will be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes, and include pupils' own part-time employment where it exists / is possible.

6) Experience of workplaces

Every pupil to 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, this could be internal (a member Bestwood staff) or external, provided they are trained to an appropriate level. These will be available for all pupils and appropriate to the individual needs and developmental stage.

3.0 Implementation

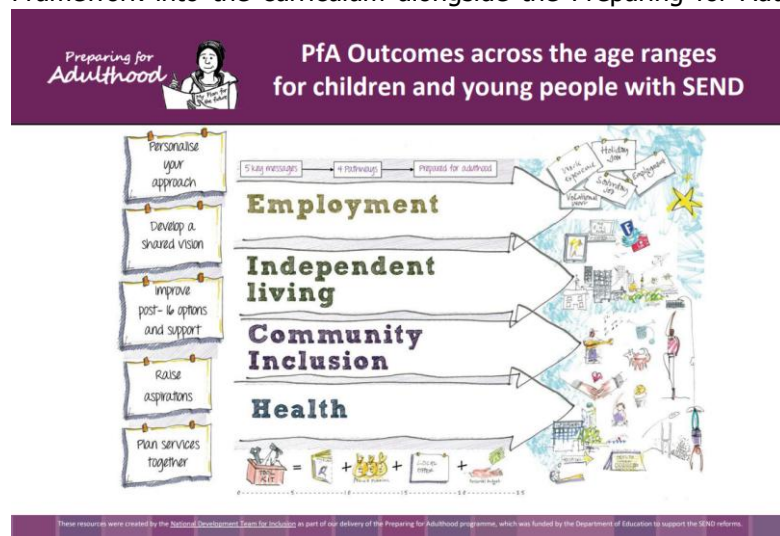
At Bestwood we cater for children and young people in Key Stages 2, 3 and 4. However, we recognise that our pupils are developmentally at different stages and therefore will access curriculum content that is appropriate to this developmental stage not necessarily the chronological age of the pupil.

In summary, at Bestwood, pupils will be taught via group learning, individualised, whole school learning opportunities that focuses on;

- Teaching that develops pupils' understanding of economic wellbeing linked to money, the use of it, different sources of income and financial choices that adults must make.
- Teaching that develops pupils' aspirations linked to work and future careers.
- Teaching that develops pupils' understanding of learning skills linked to positive employment skills.
- Teaching that highlights choices and pathways towards employment.
- Teaching that develops pupils' awareness of employment right and responsibilities.

Current coverage across our three different pathways is outline below.

KS2 Robin Pathway: Our informal pathway is play-based and embeds the themes from the Development Matters Framework into the curriculum alongside the Preparing for Adulthood Early Years Outcomes for pupils with SEND



KS2 Kestrel and Eagle Pathway: Semi-Formal Pathway

Our KS2 Kestrel Careers curriculum follows a simplified subject-specific scheme of work that follows the Skills Builder 8 Essential Skills alongside Economic Wellbeing sessions. This curriculum provides a breadth of content from Year 1 to Year 6 outcomes that supports our pupils to engage in learning skills and knowledge that is relevant to their individual

needs, academic levels and progress linked directly to the skills required for Careers. Pupils learn about money, different job roles, barriers to employment, potential discrimination and different routes of employment. Over the course of the academic year our pupils will visit different employers, engage in Careers Week and explore the job roles of the people around them. Pupils can work on the Skill Level that suits them best and at a pace that works for them.

Please see overview below;

		KS2: Careers SOW Skills Builder 8 Essential Skills Kapow Primary PHSE Mixed Age SOW Year A - L				The Skills Builder Partnership https://www.kapowprimary.com Year A-D (Step 1-2 + Yr1-2) Year E-H (Step 3-4 + Yr 3-4) Year I-L (Step 4-5) + Yr 5-6)	
Communication		Creative Problem-Solving		Self-Management		Collaboration	
Listening	Speaking	Problem-Solving	Creativity	Adapting	Planning	Leadership	Teamwork
Receiving, retaining and processing information	Transmitting information or ideas	Finding solutions to challenges	Using imagination and generating new ideas	Overcoming challenges and setbacks to achieve goals	Setting goals and designing routes to achieve them	Supporting, encouraging and motivating others to achieve a shared goal	Working cooperatively with others to achieve a shared goal
	AUTUMN		SPRING		SUMMER		
Year A	Focusing	Sharing Clearly	Money	Needs & Wants	Following Instructions	Imagining	
Year B	Identifying Emotions	Sensing Difficulty	Looking After Money	Banks & Building Societies Jobs	Understanding Reactions	Working Together	
Year C	Recalling	Discussing Together	Money	Needs & Wants	Seeking Support	Sharing Imagination	
Year D	Recognising Emotions	Identifying Success	Spending & Saving	Banks & Building Societies Jobs	Sharing Reactions	Adjusting Behaviour	
Year E	Checking	Meeting	Spending	Budgeting	Sharing	Expressing	

		Others	Choices		Problems	Imagination
Year F	Persisting	Working Carefully	Money & Emotions	Jobs & Careers	Recognising Reactions	Time Keeping
Year G	Retelling	Organising Thoughts	Spending Choices	Budgeting	Finding Information	Generating Ideas
Year H	Managing Reactions	Recognising Strengths	Money & Emotions	Jobs & Careers	Organising Tasks	Taking Responsibility
Year I	Recognising Purpose	Knowing The Audience	Borrowing	Income & Expenditure Prioritising Expenditure	Creating Options	Suggesting Improvements
Year J	Reflective Learning	Facing Challenges	Risks with Money	Careers	Managing Resources	Supporting Others
Year K	Note Taking	Choosing Language	Attitudes To Money	Keeping Money Safe Stereotypes in the Workplace	Analysing Options	Combining Concepts
Year L	Supporting Others	Setting Goals	Gambling	Careers	Mentoring	Being Accountable

KS3 Kestrel & Eagle Pathways:

Our KS3 Careers Curriculum takes the next steps for our pupils with a comprehensive 3 year programme based on the AQA Unit Awards that map against the 6 Learning Areas from the CDI Framework. Pupils in KS3 who are not yet ready

to engage with the full programme will follow an adapted scheme of work focused on their specific areas of development linked the outcomes.

	The six learning areas 	KS3 Careers Overview CDI Framework AQA Unit Awards
KS3 Careers Curriculum - AQA Unit Awards covered: Module 1 - Self Awareness 70042 Module 2 - Making Informed Career Choices 13020 Module 3 - Employability: Why Work? 114314 Module 4 - Recognising work areas in the local community 70157 Module 5 - Investigating Possible Career Options 115325 Module 6 - Engaging with the Careers Service 105360		
SMSC / British Values <i>The Incredible Futures Careers Curriculum incorporates SMSC and British Values throughout:</i> • encouraging the development of self-awareness and confidence whilst at the same time promoting sensitivity, support, appreciation and respect for others; • providing the learning opportunities that lead to continuous improvement in achievement; • recognising and rewarding all achievement; • allowing all students to share positive experiences, to feel valued and to enjoy their learning; • assisting individuals to develop the skills and knowledge needed for their current and future roles within society; • encouraging students to become confident and positive contributors to their community; • providing opportunities to develop an awareness of our own and other cultures in the wider community; • ensuring that students appreciate racial and cultural diversity and help to prevent racism.		

PSHE Coverage of careers

Careers is also covered in the PHSE Curriculum for both subject-specific pathways focusing on Citizenship, Community, understanding the world they live in and independence. Our PHSE resources are based on Kapow Primary lessons and outcomes for our pupils follow the PHSE Association SEND Framework.

Preparing for Adulthood Agenda

All pupils are supported by our commitment to the Preparing for Adulthood Agenda. This begins at EHCP planning stage and links outcomes to the four key areas of Employment, Community Inclusion, Independent Living and Health. Dedicated curriculum time is given for pupils to engage with ASDAN's My Independence Programmes. My Independence is ASDAN's key programme to achieve positive outcomes for young people with an education, health and care plan (EHCP). The key aims of the My Independence programmes are to raise aspirations and specifically address the needs of young people with complex needs.

Experience of Work (Please see Work Experience Policy)

We aim to adapt and support experience of work opportunities for all pupils – This will begin at the start of KS3.

Aims of Work Experience:

- To support and encourage an integrated experience of work programme aimed to support the developmental stage of each pupil
- To provide pupils with records/documents to provide evidence of their experience
- To provide pupils with direct experience of the world of work
- To give pupils first-hand experience of the relationships, routines and processes that are part of a working environment
- To develop work related skills and behaviours
- To contribute towards approved vocational and academic qualifications where applicable
- To inform pupils of the wide variety of employment and training opportunities available to them
- To prepare pupils for adult and working life
- To prepare pupils by discussing equal opportunities and challenging stereotypes

Experience of work planning

- Pupil to meet with Careers Lead to discuss and identify a pupil's choice of placement.
- Meeting with all education staff, care staff, supporting professionals, work experience provider. Risk assessment carried out.
- Careers Lead to contact suitable establishments, insurance checks and risk assessment completed.
- Diary/logbook to be kept by each pupil, showcasing achievements,
- Careers Lead to visit a pupil in placement.
- Evaluation – evaluate the placement successes and areas for improvement. We should discuss with the pupil what they achieved, identify skills they have improved and acknowledge what they have learned.
- Follow up – letter of thank you to be sent to employers by the pupil.

4.0 Impact

Every pupil at Bestwood has an individualised Communication / Sensory / Positive support Profile. These profiles are developed around the pupil's interests and aspirations to help form relevant targeted outcomes that are reviewed and monitored on a termly basis to highlight and showcase progress made. These termly progress check points are used to then identify appropriate next steps within the pupils personalised Careers and Employability educational journey.

5.0 Special Educational Needs and/or disabilities

All pupils at Bestwood Village School have additional learning needs and all have an Education Health Care (EHC) Plan.

To make sure all pupils are able to access developmentally appropriate curriculum content all learning opportunities and resources are differentiated accordingly to needs of pupils.

The Deputy Head and SENDCO will work closely with all class teachers to determine if any additional support is required for an individual pupil to access the curriculum, ensuring any barriers are removed.

6.0 Equality and Diversity

We are committed to ensuring that all pupils have access to careers, employability skills and economic understanding education. Pupils are encouraged to follow career paths that suit their interests, skills, and strengths with the absence of stereotypes. All pupils are provided with the same opportunities and diversity is celebrated.

7.0 Roles and responsibilities

The Headteacher and Deputy Head and SENDCO are responsible for ensuring that PSHE – Careers, Employability Skills, Economic Understanding is taught consistently across school.

Staff

Staff are responsible for:

- Delivering PSHE – Careers, Employability Skills, Economic Understanding in a sensitive way
- Modelling positive attitudes to PSHE – Careers, Employability Skills, Economic Understanding
- Delivering the careers topics as outline through dedicated sessions / form discussion.
- Monitoring progress
- Responding to the needs of individual pupils

Pupils

Pupils are supported to engage fully in PSHE – Careers, Employability Skills, Economic Understanding and, when discussing issues related to this curriculum area they will treat others with respect and sensitivity.

Pupils are supported to engage in the careers learning pathway as outlined above through dedicated sessions, drop down days and form time discussions.

8.0 Careers Leader Contact Details

Alison Scotney (Sendco)

Alison.scotney@bestwoodvillageschool.co.uk

Michelle Bradshaw (Careers Lead)

Michelle.bradshaw@bestwoodvillageschool.co.uk

If you are a pupil, parent, teacher, external professional or an employer and would like any information about any aspect of our careers and employability curriculum please do not hesitate to contact Amy Chipunza who will be happy to discuss in detail our current offer.

Anna Leese – Independent Apprentice, Careers & Employability Advisor

At Bestwood Village School we have teamed up with independent careers advice service via Outcomes First Group (www.outcomesfirstgroup.co.uk) and all our pupils have access to independent careers advice from Beckie Jones Independent Apprentice, Careers & Employability Advisor. She specialises in working with children and young people with Autism and other additional needs and works to support our pupils have accessible careers conversations.

9.0 Useful links

Information for parents/carers, young people and employers can be found on our Careers Page on our Website including Local Area information on local employers, different routes to Higher Education and employment, including apprenticeships.

Impartial, high quality careers and labour market information can be found on the 'links4careers' section of the 'ideas4careers' website. Please follow this link; <https://ideas4careers.co.uk/resources/links4careers/> for a wealth of information and resources.

10.0 Policy monitoring and review

The senior leadership team monitor implementation of this policy termly and review this policy on an annual basis.

