



Longdon Park  
School

## Careers Education, Information, Advice and Guidance Policy

Issue	Created	By	Review
1.0	January 2018	Fran Knowles	January 2019
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Signed by:

Headteacher

Date:

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Chair of governors

Date:

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## Statement of Intent

This policy is underpinned by Sections 42A and 45A of the Education Act 2011, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers', which was last updated in January 2023.

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life, with a particular focus on 'Life after Longdon'. Young people at Longdon Park School have an increased need for this due to the nature of their differences, where planning for the future can be a challenge with heightened anxieties for young people and their families. A planned progressive programme of learning and experiences support them in choosing appropriate educational pathways leading to post 16 transitions that suit their interests, needs and abilities and help them to create a career path, develop career skills and sustain employability, and be curious towards opportunities throughout their working lives.

Discovery and experiential education around jobs and employment form part of lessons within the primary setting of Longdon Park School. Longdon Park School is committed to providing our young people with a programme of careers education, information, advice and guidance from year 7 onwards. A whole school approach is adopted as well as the use of national awareness days/ weeks for increasing self-efficacy and prospects of all young people in our care.

## Aims

Longdon Park School's Careers Education and Guidance policy has the following aims:-

- To develop awareness and experience through play and 'Wow' moments.
- To be relevant and fluid towards the individual needs of the young people using inclusive practice.
- To encourage aspirations, raise achievement and show what opportunities are possible.
- To support inclusion, challenge stereotyping and promote equality.
- To contribute to the economic prosperity of individuals and communities.
- To use the Gatsby Benchmark as a marker of excellence to be reflective practitioners of high quality careers education.
- To develop enterprise and employment skills.
- To ensure all young people, parent and carers have access to live labour market data.
- To ensure young people, their parents and carers have ownership of their transition process into work, education or training.

## Links with other Policies

It supports and is underpinned by key school policies including those for Teaching and Learning, Work Experience, Assessment, Equal Opportunities and Diversity, Health and Safety, Gifted & Talented and Special Needs.

### Equality and Diversity

Careers education is provided to all young people and provision is made to allow all young people to access the curriculum. Young people are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All young people are provided with the same opportunities and diversity is celebrated on an individual and whole school basis. Stereotyping of any kind in careers is addressed through the careers programme using national strategies. Promotion of STEM to underrepresented groups and challenging of rigid thinking using RSHE and Preparation for Adulthood transferrable skills and learning is supported by staff members to the young people of Longdon Park School and their wider support networks.

### Key Stage 3

The careers curriculum at Longdon Park is part of the wider OFG careers curriculum. Lessons are delivered once a week by the careers lead in lessons called 'Futures'. Key stage 3 young people will investigate their skills, interests and work ideas, while also having access to employer experiences, time with a non-bias Level 6 trained Careers Advice and Guidance professional. They will also be exposed to labour market information to discover trends and job availability from local, national and international data. In key stage three further advice and guidance is also available from the regional careers support, offering meet and greets, pre-recorded assemblies, group workshops as well as options future discussions. The careers lead and regional teams work closely together to ensure young people receive the best possible careers education. In year 9 will be supported to explore KS4 and 5 future options available within the school and through alternative provisions.

All young people in key stage 3 will have two opportunities to external employer encounters who can provide impartial careers information and options these may be in person or online.

### Key Stage 4

All young people in key stage 4 will have opportunities to be involved in employer encounters in a way which ensures their anxieties are not exacerbated, whether that be in person or via virtual encounters. Encounters with a wide variety of employers can provide impartial careers information, opportunities, the chance to be curious and begin to provide a professional network in the areas of interest to each individual young person. With preparation and support young people will visit careers fairs either in person or virtually which may include but are not limited to; the Skills Show at the NEC, local fairs by providers, and digital careers fairs provided by National Careers Week to gain an insight into varying professions. With preparation and support young people in key stage 4 will have the opportunity to complete a work experience placement. For some young people this may be a full week, for others this may be

completed over several weeks or longer in single days, tailored to the young person's individual needs which may evolve over the key stage 4 setting.

Mock interviews will be completed throughout Year 10 and 11 as part of the learning process, this will also include at least one careers interview with a level 6 trained careers advice and guidance professional.

### Key Stage 5

Post 16 young people receive careers information and guidance within their individualised curriculum in 'Futures' lessons from the careers lead. This includes, but is not limited to opportunities to learn about different careers, education and training options, employability skills and qualities, routes into employment, training and further education, job search, application and selection process. This builds upon the knowledge and skills gained in key stage 3 and Key stage 4 and seeks to provide further preparation for adulthood.

Post 16 pupils will have exposure to visits and external speakers to provide impartial careers advice and options. As well as access to careers fairs either in person or virtually which may include but are not limited to; the Skills Show at the NEC, local fairs by providers, and digital careers fair provided by National Careers Week in order to gain an insight into varying professions. For young people who are unable to access community careers fairs we will work with the young people to accommodate their need to experience employer encounters and develop their network of professional contacts virtually and supported face to face.

Independent level 6 careers advice and guidance is provided again during post 16 providing pupils with interview experience and a report detailing a young person's skills, qualities and interests and generates information that is personalised to that young person about their options. An advisor will be provided to young people, either face to face or virtually, this will aid discussion regarding their profiles and explore options further.

KS5 young people also make links with their local colleges, employers and training providers. All young people will be given opportunities for formal work experience and/or volunteering placements within the local community.

### Parents and carers

Parental involvement is encouraged at all stages and parents are expected to support the development of skills in order to support work based learning. Parents are kept up to date with careers related information through their preferred means of communication, the use of Class Dojo and the school website. Parents are invited to meet with staff and the pastoral team to discuss progress and concerns regarding future employment skills.

### **Staffing**

- All staff contribute to careers through their roles as tutors and subject teachers.

- The careers programme is planned, monitored and evaluated by the RSE, Life skills and Careers lead.
- The RSE, Life skills and Careers lead is responsible for maintaining the Careers Policy and resources.

## **1. Legal framework**

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE 'Careers guidance and access for education and training providers' 2023
- Education Act 2011
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2024

## **2. Roles and responsibilities**

2.1. The governing board is responsible for:

- Ensuring that all registered young people are provided with independent careers guidance from Year 7 to Year 13.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all young people and inform them about approved technical education qualifications and apprenticeships.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.

- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's **Complaints Procedure Policy**.
- Providing clear advice and guidance to the Deputy Head/Careers Lead on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

2.2. The careers leader is responsible for:

- Managing the provision of careers information.
- Liaising with the head teacher and the careers adviser to implement and maintain effective careers guidance.
- Liaising with the RSHE leader and other subject leaders to plan careers education in the curriculum.
- Liaising with middle leaders and relevant teaching staff to identify young people needing guidance.
- Referring young people to careers advisers.
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Providing young people with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of school staff to promote careers guidance to their young people.
- Using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing young people to have access to providers of technical education, such as colleges, and apprenticeships to ensure every pupil is well-informed about their future options at every stage.

- Using the Compass tool for self-evaluating the careers provision the school offers.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Engaging with the designated teacher for LAC and previously LAC to ensure they know which young people are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.
- Ensuring that young people with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

2.3. Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the school through visual aids.
- Creating a learning environment that allows and encourages young people to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

### **3. A stable careers programme**

- 3.1. The school has a careers programme in place which meets the requirements of the eight Gatsby Benchmarks as well as the CDI framework and PSHE association expectations for careers related learning. The programme will be reviewed **termly** against the benchmarks to ensure it remains on target using the Compass auditing tool.
- 3.2. A careers leader will be appointed to ensure the leadership and coordination of a high-quality careers programme. The careers leader is recruited alongside the suggested requirements to ensure the role is correctly fulfilled. The name and contact details of the careers leader will be published on the school website.
- 3.3. A careers adviser will be available through OFG's Regional Futures Team to support the careers leader and to provide individual, tailored careers guidance to young people.



- 3.4. Details of the school's careers plan will be published on the school website inviting young people, parents, teachers, governors and employers to provide feedback.

#### 4. Labour market information

- 4.1. The school will ensure every pupil, and their parents / carers, has access to good-quality information about future study options and labour market opportunities.
- 4.2. Young people and their parents/ carers will be referred to National Careers Week which has replaced the National Careers Service. This offers information and professional advice via a social media, website, helpline and web chat. This will be highlighted through the schools communication systems.
- 4.3. The school will ensure young people and their parents/ carers understand the value of finding out about the labour market, and support them in accessing this information. Young people and their parents will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.
- 4.4. The school will ensure that all young people, from key stage 3, have accessed and used information about career paths and the labour market to inform their decisions on study options.
- 4.5. The school will provide young people with the necessary links and information that will enable them to access Labour Market Information. Gathering feedback on this will help provide useful data to support them and their families further.
- 4.6. The school will make use of local enterprise partnerships to provide young people with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops in schools.
- 4.7. To support social mobility, the school will work to raise young people's aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for young people to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.

## 5. Addressing the needs of young people

- 5.1. The school's careers programme will aim to raise the aspirations of all young people whilst being tailored to individual needs. The programme will inform young people of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.
- 5.2. All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure young people from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.
- 5.3. Comprehensive and accurate records will be kept to support the career development of young people. These will be stored within the electronic folders on the school system. The school will allow access to this information, should a pupil or their parent request it.
- 5.4. Destinations data will be retained by the school for at least three years.
- 5.5. Information about destinations, e.g. the percentage of young people attending post 16 in the following term, will be published on the school's website alongside the school's careers programme.
- 5.6. The school will collect and analyse destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the **careers leader** who feeds back to SLT, governors and the Regional Careers Team on a **termly** basis. This will further development of the school's career guidance plan on the results and areas of success or refinement.

## 6. Targeted support

- 6.1. The school will work with the relevant LEAs to identify young people who are in need of targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these young people can be referred for support drawn from a range of education and training support services available locally.
- 6.2. The school will work in partnership with their commissioning schools and LEAs as well as post-16 providers to provide support and advice on transitional pathways into FE or training.
- 6.3. The school will work with Jobcentre plus under their 'Support for Schools' programme or the most suitable provider.

- 6.4. The school will ensure that young people understand the programmes available to support them and the financial costs associated with staying in post-16/FE.
- 6.5. To support young people who are likely to need support with post-16 participation costs, such as those with SEND, the school will work with the LEA and local post-16 education or training providers to share pupil data and ensure these young people receive such support.
- 6.6. The school will ensure that young people are aware of the 16-19 Bursary Fund <https://www.gov.uk/1619-bursary-fund> see here for further information. Young people will be advised of how to access this funding and who they should speak to in order to find out more information.

## **7. Young people with SEND**

- 7.1. The school will ensure that careers guidance is differentiated to meet the needs of each individual learner and their needs, based on high aspirations and a personalised approach.
- 7.2. The careers leader will work closely with the SENDCO and other staff to support young people with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with families of young people to help them understand what career options are available.
- 7.3. Surveys will be conducted to find out individual young people' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to the young people's needs based on their own aspirations and abilities.
- 7.4. Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform young people about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.
- 7.5. The school will build partnerships with businesses and other employers, employment services, disability and other voluntary organisations. Young people will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.
- 7.6. Careers guidance will focus on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment, training or further education.

- 7.7. The SEND local offer will be utilised; annual reviews for a pupil's EHC plan will be informed by good careers guidance.
- 7.8. Young people with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the school's successful careers strategy.
- 7.9. When arranging work experience for young people, the school will work with the employer to determine any additional support that will be needed during the work placement.

## 8. Curriculum

- 8.1. The school will work to encompass careers education and guidance into subjects across the curriculum as well as within discreet 'Futures' lessons. All teachers will be asked to support the career development of young people in their role and through their subject teaching.
- 8.2. The school will ensure that every pupil is exposed to the world of work from year 7.
- 8.3. Young people are expected to study the core academic subjects at a level specific to their academic abilities including functional skills and GCSE English, maths, science.
- 8.4. Young people will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4, they may be required to continue working towards this aim as part of their 16-19 study programme at local colleges.
- 8.5. The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom young people can relate to.
- 8.6. Every year, from the age of 11 or year 7, young people will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace. These encounters will include but are not limited to:
  - Careers events such as careers talks, careers carousels and careers fairs.
  - Transitions skills workshops such as CV workshops and mock interviews.
  - Mentoring and e-mentoring.
  - Employer delivered employability workshops.

- Business games and enterprise competitions.

## **9. Work experience**

- 9.1. The school will strive to ensure that all young people have had at least one experience of a work place by the age of 16, and one further such experience by the age of 18 this may be face to face or virtual with the aspiration of all young people having taken part in a face to face work experience placement by the end of key stage 5.
- 9.2. 16-19 study programmes will require high-quality and meaningful work experience. A flexible approach will be adopted for younger young people, including the following:
  - Workplace visits
  - Work experience
  - Job shadowing
  - Career-related volunteering and social action

## **10. Further education (FE)**

- 10.1. Young people are required to remain in education or training until the summer after their 18<sup>th</sup> birthday.
- 10.2. The school will provide young people with a range of information and opportunities to learn about education, training and career paths throughout their school life, to prevent last minute decision-making.
- 10.3. Young people will be encouraged to use information tools, such as websites and apps, which display information about opportunities. Education and training providers will have access to all young people in Years 7 to 13 for the purpose of informing them about approved technical education qualifications and apprenticeships.
- 10.4. The school will ensure that there are opportunities for providers to visit the school and speak to young people in Years 7 to 13 by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, presentations and workshops.
- 10.5. A range of opportunities for visits from providers offering other options, such as FE will also be provided.

10.6. A policy statement will be published on the school website and will include:

- Any procedural requirements in relation to requests for access.
- Grounds for granting and refusing requests for access.
- Details of premises or facilities to be provided to a person who is given access.

## 11. Personal guidance

11.1. All young people will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the pupil reaches age 16 or the end of the autumn term of year 11, with the opportunity for a further interview by the age of 18.

11.2. Careers advisers will meet the professional standards outlined by the **Career Development Institute**. The school will integrate personal guidance interviews with the careers lead and futures lessons so they can be followed up by the form tutors or equivalent.

11.3. Careers advisers working with young people with SEND will liaise with the careers lead prior to the discussions to ascertain the best approach for communication, any triggers or stimulation. These young people will have a named adviser who will build a relationship with them to better understand their individual needs.

11.4. Careers advisers working with LAC or care leavers will liaise with the careers lead prior to the discussions to ascertain the best approach for communication, any triggers or stimulation. These young people will have a named adviser who will build a relationship with them to better understand their individual needs.

## 12. Information sharing

12.1. The school will provide the relevant information about all young people to the LEA support services including:

- Basic information, such as the pupil's name or address.
- Other information that the LEA requires to support the pupil to participate in education or training to track their progress.

12.2. The school's privacy notice will offer young people and their parents the opportunity to ask for personal information not to be shared.

- 12.3. LEAs will be notified, as early as is possible, whenever a 16- or 17-year-old pupil leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

### **13. Monitoring and review**

- 13.1. The **governing board**, in conjunction with the **headteacher and careers leader**, will review this policy on an **annual basis**, taking into account the success of supporting young people in accessing post-16 education and training.
- 13.2. The **headteacher** will make any necessary changes to this policy, and will communicate these to all members of staff.
- 13.3. The next review date for this policy is **September 2025**.

## Provider Access Policy Statement

Under Section 42B of the Education Act 1997, as of January 2023, we have a duty to provide young people in Years 7-13 with access to providers of post-14, post-16 and post-18 education and training. This policy statement sets out how we manage access requests from these providers.

### What are young people entitled to?

Young people must be allowed to:

- Learn more about technical education qualifications and apprenticeship opportunities, as part of a careers programme which informs young people of the full range of education and training options available to them at each transition point.
- Hear from a range of local providers about the opportunities on offer, e.g. technical education and apprenticeships – this can be achieved through options evenings, assemblies, group discussions, and taster events.
- Understand how to apply to the full range of academic and technical courses available to them.

### Who handles our access requests?

Any provider wishing to request access should contact our careers leader, **Emma Barton** on **01283 733195** or via email on **emma.barton@longdonparkschool.co.uk**

### Who should providers contact to discuss events and options?

Providers can speak to our careers leader, **Emma Barton** to discuss possible attendance at relevant events.

Our **Child Protection and Safeguarding Policy** and **Visitor Policy** set out the school's approach to allowing providers into school to speak to our young people.

### Can providers leave prospectuses for young people to read?

Providers are welcome to leave a copy of their prospectus and other relevant course literature with the **main office or careers leader**.



**Child / Young Person's details**

**Special Educational Needs and Disability  
Transition Plan (from Year 9 onwards)**



<b>Legal Surname</b>		<b>First Name</b>	
<b>Date of Birth</b>		<b>Class</b>	

**The aspirations of the young person**

**My aspirations:**

(This may include employment, independent living, community participation, friendships / relationships)

**Long term actions relating to aspirations:**

(please consider transport needs, health care, personal care, living arrangements, support ratios, personal budgets, social care provision)

**The views of the parents or carers**

Our aspirations for the young person:	How can we help them to do this?

## **Service Responses**

### **What will the school need to do and plan for?**

- This section should make clear the actions, timescales and responsibilities.
- It should cover transition from school to further learning, and from child to adult services.

**How will the school help the young person to become more independent?**

**How will the school help the young person to be active in the school community?**

**How will the school help the young person to take on new roles?**

**How will the school help to develop skills, knowledge and experience to be able to achieve aspirations?**

**Which agencies should be involved in the future?**

What actions need to be taken to make any appropriate services as accessible as possible for the young person?	
<b>General or Specialist Health Services:</b> e.g. speech and language, occupational therapy, physiotherapy	
<b>Technological support:</b> e.g. software, equipment, communication aids etc	
<b>Access to social care services:</b> e.g. home care support, short term breaks, etc.?	
<b>Access to Benefits</b>	
<b>Housing and adaptation needs</b>	
<b>Community, leisure and voluntary services:</b> e.g. MENCAP, Scope	

<i>Actions to be taken following the meetings</i>	Responsible Person / Role	By when?

**Confirmed plans for future transition and life after Longdon**

Who is leading on monitoring the above action points?

Expected school leaving date?

If the young person is living out of county (e.g. at residential college, school or elsewhere) who should work together to assist future return to the county?

**key stage 3 'Life after Longdon' preparation process**

**Family and young person views collected**

- Careers interview with guidance advisor spring—summer term
- LPS transition document completed in annual review meeting



**Curriculum and timetable**

- Using the interview outcomes individual amendments for experiences of work
- Careers preparation within RSHE lessons
- Encounters with employers and employees



**Desired destination**

- Family and young persons views collected
- Working in partnership with the Local Authority and wider professionals
- Open days / visits



**Application process**

- Support to practice completing application forms
- Interview preparation

**key stage 4 'Life after Longdon' preparation process**

**Family and young person views collected**

- Careers interview with guidance advisor in autumn
- LPS transition document completed



**Curriculum and timetable**

- Using the interview outcomes individual amendments will be made to meet post 16 needs.
- Work experience
- Experiencing of employers and employees



**Desired destination**

- Family and young persons views collected
- Working in partnership with the Local Authority and wider professionals
- Open days / visits to provisions
- SENDCO to apply to Local Authority for additional support where identified



**Application process**

- Individual support to complete application forms
- Interview preparation



**Structured transition to new provision**

- Identify further individual need e.g. independent travel, travel passes
- Opportunities for further visits
- Meeting new staff members
- Transition booklet
- Continued contact through term one of new placement