



CAREERS EDUCATION GUIDANCE POLICY

Chair of Governors: Paula Halsall

Date: 3/11/2025

Review date: November 2028

1. AIMS

- 1.1 The school aims to prepare pupils for a smooth transition to adult life and to provide the support necessary for them to achieve the transition.
- 1.2 The particular needs of the pupils mean that this preparation includes the development of a range of skills to enable them to take responsibility as far as is possible for their own life and to be involved wherever possible in the plans for their own development.

2. PRINCIPLES

- 2.1 Careers Education Guidance (CEG) is taught with and through the whole curriculum and must support pupil.
- 2.2 All pupils are entitled to a planned programme of careers education which provides opportunities to meet their needs for them to gain knowledge and understand and develop skills.
- 2.3 Wherever possible outside agencies actively support CEG.

3. OBJECTIVES AND PUPIL OUTCOMES

- 3.1 Each pupil has an individual education plan based on their individual needs. These contain individual targets which address these individual objectives outlined in their statement of SEN or IDP. The setting for these targets is frequently vocational or to build life skills. These targets build on a series of curriculum experiences (see 4.2) in which targets have been agreed with each pupil. The emphasis in this respect firmly centres upon what they would like to achieve out of this programme.
- 3.2 Every opportunity is made to ensure that the effects of disability upon the extent of each Pupil's participation in the CEG programme is kept to an absolute minimum and that they participate as fully as their potential will permit.
- 3.3 Similarly every effort is made to ensure that gender and race do not create any artificial barriers to the maximum participation of all our pupils in the CEG programme.

4. DELIVERY AND CONTENT

- 4.1 Careers education/Work Related Education (WRE) is coordinated and lead by a teacher of experience who delivers with other members of staff the programme to pupils in an age and stage relevant manner.
- 4.2 The curriculum seeks to equip young people to lead as full and independent life as possible. The programme is offered through a modular format to develop life skills, vocational training and an understanding of the world around them.
- 4.3 Pupils will have opportunities to experience work related activities.
- 4.4 Pupils will have opportunities where appropriate to take part in supported work experience within the school environment and in the community from year 10 onwards.
- 4.5 Pupils will visit local places of work.
- 4.6 Pupils will develop links with local business.
- 4.7 Pupils will have the opportunity to help develop their enterprise projects through personal interests and the school café?
- 4.8 Pupils will have access to specialised careers advice and individual careers advice.
- 4.9 Pupils will have the opportunity to volunteer.

5. APPROACHES TO TEACHING / LEARNING

- 5.1 The C.E.G programme is built into the experiences being taught through the whole curriculum.
- 5.2 C.E.G is taught wherever possible through practical activities which encourage pupils to learn through experiences.
- 5.3 Pupils are taught individually or in groups according to their needs and the nature of the module.

5.4 Non-teaching staff who have much experience of working with our pupils are involved in taking part and evaluating the work achieved within the C.E.G programme although overall responsibility rests with the teaching staff.

5.5 Work is presented and recorded where ever possible with the support of symbols, pictures or objects of reference.

5.6 Pupils have access to ICT equipment to enhance their learning and present and record their work.

5.7 Accreditation is through AQA programme - "Key Skills", and other schemes such as Duke of Edinburgh Award Scheme and Young Enterprise programme.

5.8 Literacy and Numeracy skills are carefully mapped across the curriculum following the statutory National Literacy and Numeracy Framework; enabling all pupils to consolidate and apply the three strands of literacy (oracy, reading and writing) and the four strands of numeracy (developing numerical reasoning, using number skills, using measuring skills, using data skills) across a wide range of contexts. Their achievements in literacy and numeracy are captured and reported on in their individual achievement portfolios, End of Year reports, and in key stage 4 and key stage 5 (post 16), via national accreditation schemes.

6 STAFFING /TRAINING / COMMUNICATIONS /ROLES

Every effort is made by the co-ordinator to keep abreast of CEG and WRE developments.

6.1 Meetings are held for the staff involved in delivering the programme to exchange ideas and information and to share good practice.

6.2 Pupils are involved in their self-development wherever possible through target setting.

7. RESOURCES

7.1 A Careers library with access to books, college prospectus, local community information is available for pupils, including careers contact numbers.

7.2 Specialist pupil resources are frequently developed to support modular programmes using symbols and pictorial images to ensure maximum pupil access.

7.3 I.C.T equipment and materials are available within the programme to provide information and offer opportunities to present and record work through a professional medium.

7.4 Staff have access to ICT training in order to provide support for pupil learning.

7.5 Other information through website and reference books are available for use in school by staff and pupils.

7.6 Pupils have access to Career Wales' website.

8. PARTNERSHIP

8.1 School enjoys successful partnership with a variety of external agencies who provide a varying level of support. These include:

- Links with local businesses
- Careers Wales
- Links with local colleges and education centres

8.2 Through discussions in home / school visits, teachers endeavour to enlist the co-operation of parents to support, develop and reinforce the skills necessary for preparation for work.

8.3 Information is stored in compliance with the Data Protection Act and in pupils' personal files.

9. MONITORING AND EVALUATION

Given the nature of the school and its population monitoring is largely qualitative in nature, and is based upon the extent to which the individual needs of each pupil have been met. Particular reference is made to the extent to which individual objectives have been met and delivery of tasks for each pupil. The 14-19 co-ordinator leader sets annual targets for pupil achievement and service delivery with teachers. These are

shared with the Headteacher. On an annual basis progress towards these targets is reviewed and evaluated. This process informs future planning. The Career Service visits school regularly to work in close partnership with the school to evaluate provision.

10. POLICY REVIEW

This policy will be reviewed within 3 years of approval.