

Careers Provision for Special Partnership Trust Schools

Academic Year 20-21

Within the Special Partnership Trust Schools, we believe that Careers planning is vitally important for our children and young people and every student should leave school prepared for life in modern Britain.

As such, we are working with all schools and ARB's across the Special Partnership Trust to continue to provide a coherent Careers and Work-Related Learning Offer that reflects the differing needs of students, their location and opportunities available to us in the current climate of the COVID-19 pandemic.

The opportunities and aims of the current Careers Programme are still in place, but in practical terms have needed to be amended in light of reduced access to the local communities in which our schools are placed, and restricted access to the range of employers and volunteering sectors which we work with.

The Careers Programme in Practice – Academic Year 20-21

The aim of the Careers Programme offered within our Special Partnership Trust continues to be to provide students and their families with the information and opportunities they require to enable them to make informed decisions about their future.

The Careers programme delivers against the 8 Gatsby benchmarks in the following way (see below) and we use the Compass + tool for special schools to establish our progress and make plans to improve further. This academic year, as Careers Leaders across the Trust we have revised the planned offer which is detailed below to show how we plan to meet our targets in practice.

More information for each individual school (Pencalenick, Doubletrees, Curnow and Nancealverne) can be found on the Careers page of each school's website where you can also find the contact details for each Careers Leader.

| Benchmark | Expectation | How we will meet this Benchmark | Impact |
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| 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, governors and employers. | <p>*We work with CSW to provide high quality impartial careers advice for all students</p> <p>*Dedicated Careers Leaders are in place at each school.</p> <p>*The schools have strong links with the dedicated SEN Enterprise Advisor for the local area to ensure the Careers Programme is meaningful, relevant and makes use of all resources available.</p> <p>*Our Careers Offers are developed through a 'Careers in the Curriculum' approach which makes use of cross curricular learning for all ages from EYFS to Post 16 in each setting.</p> | <p>Each student has access to impartial careers advice and guidance which ensures they have detailed information about next steps, and options which are available to them.</p> <p>Parents and families are a key part of all decision making.</p> <p>The school can influence the role of the Enterprise Network to provide more meaningful activities and access to learning for those with SEN.</p> |

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| <p>2. Learning from Career & Labour Market Information</p> | <p>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.</p> | <p>*The curriculum is supported by a full set of accessible resources about opportunities provided.</p> <p>*Individual Career and Transition development plans are part of the EHCP process and supported by consultation with students, parents and teachers and independently sourced advice (CSW).</p> <p>*The Careers Leaders uses professional learning and up-to-date resources, to develop and maintain an awareness of the opportunities in the labour market and the attributes and skills needed to take advantage of these.</p> <p>*Links with Enterprise Advisors are strong and lead to best outcomes and links locally – Compass Tool continues to track this.</p> | <p>The EHCP process from Year 9 onward focuses on the next steps for young people and planning to enable this to be achieved.</p> <p>Local Labour Market information is shared with parents and carers in a meaningful and relevant way – if this is not achievable in the current climate it will be revisited later in the academic year.</p> <p>Transitions are planned and happen in the future for learners – the key priorities for next placements are still developed through virtual reviews and online open events for local providers.</p> |
| <p>3. Addressing the Needs of Each Pupil</p> | <p>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.</p> | <p>*The Careers Curriculum is tailored to meet the needs of young people with a range of needs from moderate to profound and multiple learning disabilities and is delivered in house through the curriculum.</p> <p>*'Future Me' and 'Independent Me' strands focus teachers, parents and professionals to plan and prepare learners well for their next stage with appropriate resources which can be accessed through cross curricular learning.</p> <p>*Students achievements and progress towards employability skills is recorded systematically and linked to accreditation where relevant.</p> <p>*A Vocational Profile is being developed across all four schools in the SPT to enable learners from Year 9 to have a bespoke 'CV' in place which shows all their experiences, skills, work experience opportunities and the voice of each young person in their next steps.</p> | <p>Individual access to relevant and meaningful careers opportunities are in place for all learners and can be evidenced through EHCP planning and in house careers in the curriculum activities.</p> <p>Families are well informed and can give their opinions and views with the support of the school, advocates and the CSW link worker.</p> <p>Learners will continue to have a way to show the experiences they have had, the skills they have learnt and demonstrated and how this has improved their access to the world of work over time.</p> |
| <p>4.</p> | <p>All teachers</p> | <p>*Careers coaching is delivered through classroom based</p> | <p>Teachers have an increased</p> |

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| <p>Linking Curriculum Learning to Careers</p> | <p>should link curriculum learning with careers. STEM subject teachers should highlight the relevance of stem subjects for a wide range of future career paths.</p> | <p>modular programmes linked through to the assessment of students in KS3, KS4 and KS5.</p> <p>*In Secondary and Primary classes careers coaching is part of long term planning in each subject and through relevant curriculum programmes.</p> <p>*Students continue to complete qualifications at appropriate levels.</p> <p>*Careers activities are developed as relevant for each class or key stage group and can focus on the needs of each group in a particular subject.</p> <p>*Skill based learning continues to be part of the offer through use of programmes such as Skills Builder in schools associated with this.</p> | <p>commitment to linking learning to careers, employment and job roles and can articulate this to the careers lead and produce evidence to support this.</p> <p>Learners have more opportunity to hear and see employer links in the curriculum.</p> <p>STEM opportunities are delivered through a whole school approach and teachers and students work across year groups to provide activities at the right level for each learner.</p> |
| <p>5. Encounters with Employers and Employees</p> | <p>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.</p> | <p>*Enterprise is embedded within the schools where pupils develop profitable in-school enterprise businesses to demonstrate their knowledge of customer service and work environments.</p> <p>*Focus Careers Weeks are part of the long term planning for this academic year.</p> <p>*Enterprise Education is accredited through ASDAN modules.</p> <p>*Work with the Enterprise Coordinator for the local area Careers Hub focuses on the relevance of Employer Encounters for this year, and is accessing funding to be able to deliver a programme which is meaningful for our learners.</p> | <p>The school is increasingly part of the local community through work and employer linked opportunities which can be developed in a virtual sense.</p> <p>Statutory encounters are met through innovative ideas (such as Story Sacks for employers) and through cross working with the Careers Hub.</p> <p>Students are made aware of local jobs through these links.</p> <p>Accreditation continues to provide a platform for older learners to show their skills to take with them into future employment.</p> |
| <p>6. Experiences of Workplaces</p> | <p>Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work</p> | <p>*Pupils are fully supported to engage with employers through a range of suitable activities which are being developed through bespoke funding opportunities.</p> <p>*Employers can receive training and many opportunities to have raised disability awareness</p> | <p>School is part of the Careers Hub and has access to resources and links to give greater workplace virtual links.</p> <p>The Careers Hub SEN focus allows for more realistic and relevant opportunities can now be sought and</p> |

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| | <p>experience to help their exploration of career opportunities and expand their networks.</p> | <p>through the role of linked Enterprise Advisor through Careers and Enterprise Company and the Careers Hub.</p> <p>*We are supported to build a network of engaged employers through consultation with the Careers Enterprise Company our dedicated Enterprise Advisors. The programme provides a framework for work experience projects and opportunities which can be planned in advance.</p> | <p>offered to students.</p> <p>Cross working with the SPT schools means resources can be pooled together and more frequent visits can be given to more year groups.</p> |
| <p>7. Encounters with Further Higher Education</p> | <p>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, universities and in the workplace.</p> | <p>*Students will experience college/higher education options in Sixth Form and make virtual visits to all Post 19 local options.</p> <p>*Provider Access Policy is in place and published on school website, so links are visible for all providers and can be offered through Virtual Events.</p> <p>*Programme of events across the year for parents to access allows for information to be shared – such events are the County Post 16 Transition Event online and virtual open days which are being trialled by all local colleges who also offer access to further and higher education.</p> | <p>Access and relationships with local colleges which offer support for Foundation Learning are strong.</p> <p>Virtual Events can be targeted at parents who will be able to access these, and those who require further support can be linked to the school for information.</p> |
| <p>8. Personal Guidance</p> | <p>Every pupil should have opportunities for independent advice from a career adviser. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but timed to meet their individual needs.</p> | <p>*School Careers and Enterprise Education Leaders are in place in each school.</p> <p>*Independent careers advice from the CSW linked advisors via attendance at all EHCP review meetings from Year 11 onward and for those in Post 16 where this is in place/relevant for the young person.</p> <p>*Independent advice and guidance is also shared with parents and families to enable the best support to the young people.</p> | <p>Named person for careers means a whole school commitment to this area is in place.</p> <p>Careers Leads regularly shares and updates information with teachers across the school.</p> <p>Relationship with CSW linked advisor is strong and families have access to her support from Year 11 onward. This is currently under review.</p> |