




Careers Policy and Provider Access Statements

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Related Regulations, policies and guidance documents	<p>Curriculum Policy</p> <p>Equality Information and Objectives Policy</p> <p>Careers guidance and access to education</p> <p>Gatsby Benchmarks</p> <p>The CDI Framework for Careers, Employability and Enterprise Education (2018) (https://www.the CDI.net/Careers- Framework-2018)</p> <p>legislation.gov.uk 1997</p>
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V1	16/03/23	MR	Initial Document



Careers Policy Statement including Provider Access Policy Statement

Introduction

Hope House School 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 school.
- 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
- To ensure continuity and progression through the pupils time in school and its coherence with other curriculum areas
- involve parents where appropriate
- To promote lifelong learning and the need to be adaptable

Statutory requirements and recommendations

The careers provision at Hope House School 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 7-13 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 January 2023: 'Careers Guidance and Access for Education and Training Providers.' 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 Hope House School

Individual careers programmes will be written by vocational subject leader and SENDCo as part of their curriculum development work. These programmes will respond to the needs of pupils in the school, the skills and expertise of staff working in the school and the local context, career and labour market information. These careers programmes will be approved by the Senior Leadership Team and shared with the Trustees

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.

The following is the core entitlement for Key Stage 3:

- Careers education as part of our PSHE programme
- Curriculum work in all subjects which includes links to potential careers.
- Curriculum trips which make links to potential careers explicit
- Assemblies which include careers information and aspiration
- Meaningful encounters with employers, in school or on trips and visits
- Personalised support for students and their families in Year 9 regarding next steps and options (if relevant, depending on context)
- Career fairs
- EHCP Annual Review
- By the end of Year 9, a career plan and vocational profile developed
- As part of preparation for adulthood, explore funding to find and secure employment opportunities

During Key Stage 4 (in addition to KS3 ongoing provision):

- Careers education as part of work towards ASDAN and NCFE
- Pupil pathways on to accredited and vocational courses
- Accompanied visits to Post 16 education providers to explore course offers
- Accompanied visits to supported internship/ apprenticeship providers to explore offers
- A meaningful experience of a workplace, either by participating in voluntary work or in a work placement relevant to their interests
- In school work experience opportunities provided
- Students will meet with employers from different local workplaces and will make visits to the workplaces. They will participate in work placements linked to their interests (where possible) and planned career choices. The experiences are supported by school staff

The school will make appropriate spaces available for discussions between career advisers/ employers and students.

Post 16 all students will experience the following (in addition to KS4 ongoing provision)

- A meaningful experience of a workplace, either by participating in voluntary work or in a work placement relevant to their interests.
- Opportunity to gain City and Guilds L3 Health and Safety in a Place of Work qualification
- Accompanied visits to supported internship/ apprenticeship providers to explore offers
- Explore Access to Work grants

The overall organisation of work experience is undertaken by the school Vocational Leader who liaises with the appropriate class 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 the Vocational Leader.

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 7-13 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:

Provider access is arranged with the Headteacher, Mrs Michelle McRae

Premises and facilities

The school will make 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 Vocational Course Leader or the class teacher.

Providers are welcome to leave a copy of their prospectus or other relevant course literature.

Hope House School recognises that for students with additional difficulties as identified in an Education Health and Care Plan it is vital that planning for their adulthood becomes a focus and priority early on in their life. For many the identification of suitable courses and accreditation, the understanding of the working environment and the additional need to support their emotional, social and life-skills needs requires longer planning and support.

