

Policy/Procedure Name:	Careers Guidance School and College
Policy/Procedure Number:	09
Date of Approval:	June 2022
Effective Date:	June 2022
Revised Date:	July 2024
Review by Date:	August 2027
Policy/Procedure Author:	Transition Manager and Head of College
Policy/Procedure Owner:	Principal
Management Committee Approved By:	SMT
Governor Committee/Trustee Committee (where appropriate) Approved By:	Quality & Performance Committee
For Action By:	Student Progress Coordinators, College Tutors
For Information to:	All staff, students, parents
Approval requested to upload on the Treloar Website:	Yes <input checked="" type="checkbox"/> (tick if requested)

Careers Guidance and Strategy



This document sets out

- Treloar’s careers strategy and provision
- Student entitlement and guidance

The intended audience is as follows:

- Students
- Parents and carers
- Teachers and tutors
- Student Progress Coordinators
- Governors
- External stakeholders
- Ofsted
- Employers

Context and Introduction

At Treloar School and College we are committed to providing all our students with a comprehensive programme of careers education, information, advice and guidance (CEIAG) and work-related learning.

As an SEN School and College we take a needs led, personalised approach to CEIAG where the term ‘Careers’ is viewed holistically. Career related goals may come in different guises for young people with complex learning/disability needs, but they are all equally valid to the individual and their family. Whilst expectations at Treloar’s is exceptionally high, the perception, methodology and delivery of ‘Careers’ may differ to that on offer in a mainstream setting, as detailed in the Talentino model ‘Same & Different’ (Same and Different | CEC Resource Directory (careersandenterprise.co.uk))

The Careers and Development Institute states that ‘Careers, employability and enterprise education’ is an umbrella term to denote a range of activities and process that can support the choices made by young people. In the context of supporting choices it is essential that information, advice and guidance (IAG) for young people is impartial and student centred.

IAG activities may include assessing, informing, advising, guiding, counselling, supporting, coaching, mentoring, advocating, referring and feeding back to learning and support systems. IAG interactions with young people usually work through a process of assessment, planning and review.

The main statutory guidance related to Careers in schools and colleges is currently the Careers Guidance and Access for Education and Training Providers (2023). The Gatsby Foundation has produced a handbook that details the eight Gatsby Benchmarks and provides information on how to work towards them. Further benchmark toolkits for schools, colleges and those working with students with special educational needs or disabilities (SEND) are available from The Careers & Enterprise Company and Good Career Guidance for the SEND sector from The Gatsby Foundation. They provide case studies of best practice and practical suggestions for implementing the eight benchmarks. We measure progress against the Gatsby Benchmarks using the Compass Evaluation tool. Our programme is differentiated in order to meet the complex needs of our students.

Careers Education, Health and Care Plans (EHCP) and the SEN Code of Practice

As an SEN School and College we are also governed by the Department for Education SEND Code of Practice 2015. This key document states that it is important that young people start to think about their aspirations as early as possible and that from year 9 there is help to start planning for a successful transition to adulthood. This includes setting challenging and ambitious outcomes and exploring further education or training that will enable young people to secure paid work and other opportunities for a positive adult life.

For students with more complex needs, a coordinated assessment process or Education, Health and Care Plan (EHCP), which can continue up to the age of 25, can help set goals and support in relation to the four areas of Preparing for Adulthood:

- Employment or education
- Independent Living
- Friends Relationships & Community

- Good Health

All students attending Treloar School and College will have an EHCP and a statutory Annual Review of this plan. All students will have long term outcomes that are relevant for further education/work, future living, community, relationships and good health. Long term outcomes will be reviewed annually.

An enormous range of careers related activity takes place leading up to the Annual Review, including: gaining the student's views about their future, enabling their full contribution to the review itself, working with families and a network of professionals to ensure careers guidance is relevant, impartial and based on a student's aspirations and long-term outcomes.

The aims of the CEIAG are the same for all young people: independent living and working, choice, access to and engagement in work/community, opportunities to learn and make progress, and the pursuit of wellbeing and happiness regardless of individual needs.

For our students the difference is in how they need to learn, communicate their priorities within that learning, how far they will get, the rate of progress and the outcomes they want to achieve.

Careers Education, Information, Advice and Guidance

Our ethos is to provide all our students with a holistic programme which is embedded into the wider curriculum and all adults in the school and college are involved in the planning, delivery, implementation of the programme. This includes class teachers/tutors, therapists, student support assistants, Senior Management team (SMT) and The Transition Team.

Careers advice takes a variety of forms and looks very different for each student. The advice and guidance may therefore require a different set of knowledge and skills to that of the 'traditional' and mainstream model usually provided. The needs of the student are such that in most cases, advice and guidance would be beneficial when delivered by a trusted and familiar adult in a manner most suited to their needs. This multi-disciplinary approach also provides the impartiality required as all parties working with or on behalf of the student and family are able to contribute.

A wide range of additional professionals will be involved in supporting students and their families including, but not limited to: Social Workers, Advocates and Health Professionals

The Careers Programme is reflected within the School and Colleges Improvement Plan to continually develop and improve our provision.

Our Careers Programme Aims:

- Inspire students and raise their aspirations from year 7
- Actively involve all young people in making decisions that affect their future, both individually and collectively
- Help students to explore their strengths and interests
- Promote and share a common belief and understanding that careers, for our students, comes in many forms including work of many different types and varieties, further/higher education, future living, community engagement, and relationships
- Empower students to develop self-awareness and awareness of others, of both independence and interdependence
- Tailor work experience placements to closely match the environment, routines, level and type of support and work-related activity to the student's preferred choice, to better enable a successful and productive experience for both student and workplace
- Consider all possible transitional pathways for individual students, including employment, education, community engagement and future living
- Provide a broad and varied range of careers guidance and information, in ways that support the students' needs and their families
- Provide a broad and varied range of opportunities to develop independence and work skills
- Work with students and their families to ensure that their EHCP reflects their aspirations, strengths and needs and associated outcomes with reference to career, independent living, community relationships and good health.

- Provide challenging pathways which support opportunities for further education, employment, future living options, relationships, community access and good health from P Levels upwards
- Provide opportunities to develop transferable life and social skills that support careers, employability and enterprise (where appropriate)
- Work with students to develop self-advocacy, decision-making and transition skills
- Develop underpinning functional and essential skills for everyday living and working life
- Develop mutual learning relationships with local employers which will improve employment practices for people with SEND in the local area.
- Resources are in an accessible format and tailored to students needs
- Provide employers with a comprehensive induction before students are placed with the employer and an opportunity to receive disability awareness training

Careers Programme Provision

- Information Advice and Guidance for all students
- Careful consideration and profiling of student's aspirations, areas of strengths and need, learning and communication styles, personal care and medical needs to enable us to meet the needs of individual students
- Differentiated opportunities embedded across the curriculum to develop transferable life and social skills that support careers, employability, future living, community access, career management and enterprise
- Subjects promoting aspects of careers include: Literacy and Numeracy, Citizenship, PSHE, Science, ICT, Independent Living Skills, Community Skills, Work Related Learning, Art, Media, Enterprise, and Employability and Independence Pathways. These are taught through a formal structured approach or as a topic-based approach.
- Sixth Form and College students can access discrete career sessions linked to interviewing, application skills, career, finances, health & safety at work, communication

at work and in the community, rights, responsibilities and routines at work, travel training for work independent living, personal presentation, amongst other career related topics.

- School and College students are encouraged to develop leadership and collaboration skills by becoming involved in the School/College council, chairing their MDT meetings and on the Board of Governors.
- The development of students' self-advocacy skills and voice, including the use of Augmentative and Assistive Communication (AAC) and adult advocates to support communication and active involvement in making decisions that affect them, both individually and collectively.
- Purposeful interactions with a range of trusted and familiar adults including Treloar staff professionals and visitors to develop work related social skills
- Bespoke work opportunities for all appropriate students from year 11 onwards. This may be within various departments within Treloar, including the shop, Trust, Catering, Facilities and Fund Raising. Work experience takes place when the student is ready for each experience rather than according to a set timetable.
- Independent information, advice and guidance for students and parents from a wide range of professionals including a dedicated transition team, teachers/tutors, learning support assistants, health professionals, Children's and Adult's Social Services, external advocates and a range of providers at our annual future fest event
- Access to a trained Careers Advisor to advise students, families and staff
- Access to employers through internal and external visits
- Support with CV writing, skills, audits, job searches, application forms, interview skills etc. (where appropriate for the learner) will be provided within the class, transition sessions, as well as via external organisations, such as Whizzkids and the Department of Work & Pensions school programme.
- Visits to work and community places
- Progression (where appropriate for the learner) on to the Supported Internship Programme

- Annual information event, Future Fest. attended by local and national care providers, education, community access/activities, mobility for both students and families
- Active involvement and support from the Treloar Alumni College students in the Employability and Vocational cohort will use the Skills builder platform to develop essential skills. Skills builder involves employers, educators, and organisations working together to ensure that everyone builds the essential skills to succeed.
- College students have access to a range of Virtual Work Experience modules, for example by Project Choice (NHS) and the Skills builder partnership.

What constitutes effective advice, information and guidance (IAG)?

The IAG offer will include:

- **Information** – that is bespoke to the learner’s needs, is accurate, up-to-date and objective information about personal and lifestyle issues, learning and career opportunities, progression routes, choices, living options, community access, health & well-being, where to find help and advice and how to access it.
- **Advice** – that is bespoke and based on the learner’s individual needs and is aimed at helping young people to gather understand and interpret relevant information and apply it to their own situation.
- **Guidance** – bespoke impartial guidance based on the individual needs of the learner and specialist support to help young people understand themselves and their needs, confront barriers, resolve conflicts, develop new perspectives and make progress.

At Treloar’s careers guidance will

- Be bespoke to each learner and differentiated to support the needs of the students
- Connect learning to the future.

- Motivate students by giving them a clear idea of the possible routes to future employment/apprenticeship/volunteering/supported internship/education opportunities/ future living/community activities that could be available to them.
- Widen students' horizons and show them what is possible.
- Challenge stereotypes.
- Raise aspirations.
- Provide the skills and knowledge necessary to make successful transitions to the next stage of their lives.
- Improve opportunities for our SEND students.

Careers entitlement for students at Treloar School and College

Based on the above every young person at Treloar's is entitled to:

- Access to a careers programme that is bespoke and tailored to meet the individual needs of the learner through a planned programme of events, meetings and actions throughout their time at Treloar's, to build upon previous learning, experiences and understanding and to challenge set views and intentions.
- High-quality career guidance that is bespoke to the individual needs of the learner in order for them to make informed decisions about their future
- ¹Independent careers advice for students (where appropriate)
- Bespoke careers advice from a range of familiar staff who have the skills and knowledge to support the individual needs of the student
- Unbiased careers guidance, showing no favouritism towards a particular institution, education or work option
- To receive an effective IAG service whilst feeling and remaining safe.
- Access to a range of providers
- Access to a highly qualified and experienced careers leader
- Guidance that will promote the best interests of the students to whom it is given

Roles and responsibilities

All staff on a daily basis will play a role in shaping a student's view of the future including the preparation for transition from school/ college.

¹ Independent is defined as external to the School/College

Governors:

A member of the governing body is nominated to take a strategic interest in careers education and guidance and encourage employer engagement at the School and College.

It is the duty of governors to ensure that the following are implemented.

- Independent careers guidance (where appropriate) is provided to students, that it is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option
- Arrangements are in place to allow a range of education and training providers to access school and college students as part of a broad approach to ensuring that all students have knowledge of all routes and options that are available to them

School and College Leadership team:

- Will support the Careers Lead to formulate and implement an effective careers programme for the College

Student Progress Coordinators (SPCs):

- Will include members of the team who will be qualified and trained working to a set of recognised professional standards for careers advisers
- Will work closely with the multi-disciplinary team to identify the support needs of the students and put in place personalised support to be able to access future education/training/work/volunteering.
- Support students to understand different career pathways.
- Support students to develop the skills, knowledge and experience they require to gain their career/future goals.
- Where appropriate work with families of students to help them understand what career options are possible, with the right support.

Named Careers Lead:

- Will take lead responsibility and accountability for the delivery of the School and College programme of careers advice and guidance.
- Review, develop and implement strategies for sustaining high standards of delivery of CEIAG to match the full range of student ability and aspirations, ensuring the needs of vulnerable groups
- Monitor delivery of careers guidance across the 8 Gatsby Benchmarks using the Compass evaluation tool.
- Keep abreast of developments and best practice in careers through research, attendance at training events and conferences, and establishing relationships with peers at other schools and career networks.
- Give access to providers of technical education or apprenticeships to students in schools
- Act as a consultant/reference point for students, parents, staff and/ or external partners dealing with careers queries
- With the support of the Senior Management Team
- The named Careers Lead is Erin Wills, Level 7 qualified in Careers Leadership (erin.wills@treloar.org.uk)

Teachers and Tutors:

- Teachers and tutors will provide a bespoke careers education based on the individual needs of the students which support careers education and the development of skills that employers need through the delivery of the curriculum and enrichment. This might be through employability and enterprise lessons, PSHE/PSD and work experience.
- Support the development of functional English and maths
- Students attending Alton College will follow their tutor group activities related to careers education and personal, social and health matters whilst at Alton College access to Career Adviser.

When is careers advice and guidance delivered?

- All students in year 7-13
- Annual Review of EHCP
- Post-16 to the end of education at Treloar College
- Student Progress Coordinators will continue to work alongside students for a minimum of 6 months after they leave Treloar's. They will review and maintain the student's Transition Action Plan throughout this time period.

How is careers advice and guidance delivered?

- Through the Treloar bespoke career website: <http://bespoke.careercompanion.co.uk>
This website has information aimed at students, parent and carers as well as career activities
- Embedded into student courses and programmes of study
- Individual transition planning sessions/ planning for annual reviews of EHCP
- Guidance interviews with careers advisor at appointed times or on request
- See Careers Grid – Appendix 2

How we evaluate our advice and guidance

- We evaluate the effectiveness of our careers programme using aim of placement data from our destinations survey
- Feedback from students, parents, teachers and employers of current students
- Long term destination data (as time is a factor in securing employment for our students).
- Alumni network

Appendix 1

Gatsby Benchmarks

The Gatsby Benchmarks form the basis of the government's Careers strategy and its standards represent the very best practice in careers education. There are eight benchmarks against which all the school and college careers programmes are measured. As a school and college with students with a wide range of disabilities and complex learning difficulties, we have interpreted these in a way to meet the needs of our student population.

These are listed in full below. Gatsby benchmarks are recognised as being a 'very good tool to help schools and colleges plan and develop their careers programmes'. The benchmarks enable us to measure ourselves against a standard and compare performance with other schools and colleges. Treloar's is guided by the Careers and Enterprise Company toolkit; The SEND Gatsby Benchmark Toolkit (Second Edition) which includes practical information for students with SEND and PMLD/Highly Complex Needs.

<http://www.talentinocareers.co.uk/send-gatsby-benchmark-toolkit.pdf>

The following table demonstrates how Treloar School & College aims to meet the requirements of each benchmark.

The 8 Benchmarks of Careers Education (Sir John Holman, Gatsby Charitable Foundation)		
Gatsby Benchmark	Description	How this is implemented in the School and College
1. A stable careers programme	Every school, special school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers and employers.	<ul style="list-style-type: none">• The programme uses guidance from a number of sources including the SEND Code of Practice, The SEND Gatsby Benchmark and Talentino's Advice and Guidance and SEND. A senior leader and the Board of Governors have a strategic overview of the programme.• The programme is reviewed regularly using the Compass evaluation tool and the feedback from students, families and employers will be used to inform any amendments made. The careers programme will be implemented using a combination of class and school/college activities, embedded into all areas of the work-related learning to develop skills and access to a variety of employers.• We offer a whole school and college careers programme that is embedded within the school, college and residential houses. This

		<p>includes engaging with our students, governors, parents, health professionals, employers and training providers.</p> <ul style="list-style-type: none"> • Treloar’s have created a bespoke Careers Education programme for young people with complex learning difficulties and additional needs. Embedding Careers Education as a whole school and college approach Our Pathways consists of 5 distinct but related strands: <ul style="list-style-type: none"> ✓ <i>Careers Education at Every Level</i> ✓ <i>Work Related Learning</i> ✓ <i>Business Enterprise programmes</i> ✓ <i>Work Based Experience</i> ✓ <i>Supported Internships</i> <p>Our dedicated Transition Team, which includes Student Progress Coordinators, Job Coach, and Work Experience Officer ensure that students:</p> <ul style="list-style-type: none"> ✓ <i>Complete a differentiated Careers Education Information Advice and Guidance assessment which is reviewed with the student termly.</i> ✓ <i>Students contribute to their Work based placements by setting their own targets, evaluating and reviewing their experience</i> ✓ <i>Career aspirations, future living, employment, social activities are incorporated into the student’s EHCP Outcomes and reviewed at the Annual Review</i> ✓ <i>The Work Based Learning the student undertakes is bespoke and based on in-depth knowledge of the student, their needs and their aspirations</i> ✓ <i>Work with teaching staff, Learning Support Assistants to ensure staff are aware of the support needs of the student</i> ✓ <i>Provide a package of support for the employer to ensure the work placement is appropriate for the student</i> ✓ <i>The Work Based Learning pathways enables students to have first-hand and authentic work experience before transferring these skills to a Work Based Placement.</i> <ul style="list-style-type: none"> • The careers programme will be implemented using a combination of class and school/college activities, community visits, inspiring speakers, visitors, specialist events and is embedded into all areas of the curriculum and work-related learning pathways • Provide students with opportunities to actively participate in decisions that affect their future with a range of trusted and familiar staff. • Opportunities within the curriculum for students to develop/practice self-advocacy, decision-making and transition skills
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<p>2. Learning from career and labour market information</p>	<p>Every student 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>	<ul style="list-style-type: none"> • <i>‘Careers’</i> is defined in varied ways at Treloar School and College to take into account the complex needs of our students and includes adaptations from the traditional ‘mainstream’ model • Each student is viewed as an individual, the information needed will depend on the needs of the students and the particular pathway they are following, this can include the more traditional aspects of careers guidance, including future study, employment, apprenticeships, supported internships and information about future living options, community access, benefits, social services and health and well-being • Each student has a large team of staff, professionals, and advisors which surround each learner, all of whom have particular expertise and an insight into the particular needs of each student, the Multi-Disciplinary Team approach provides guidance on the health needs of the students and supports their outcomes/aims. • The EHCP Annual Review process helps student’s access appropriate information about future options that is relevant and bespoke to the learner. • Students are taught the skills and knowledge for working life and independent living throughout the curriculum and on the residential boarding houses • Treloar’s have worked proactively to develop its own bespoke pathways challenging misconceptions and focusing on enabling our students to achieve • Students and parents have access to the Careers Companion website which has LMI information. • Our HSDC college students have access to Student Services at Alton College, including, Careers Advisor’s for independent advice and guidance • We have specific Student Progress Coordinators who are trained in Careers Advice and Guidance Level 4 and actively support students to utilise resources. • The Work Experience Officer works in partnership with 50+ businesses. These businesses support the Work Based Pathways and provide insight to local information about the job market, skills required etc. • Department of Work & Pensions provide employability sessions, including CV writing, transferable skills, labour market information etc. • Links with Careers Enterprise partnerships, Job Centre, BASE, British Airways, Virgin Atlantic • Annual information event (Future Fest) organised to support the transition for both students and parents. • Supported Internship Programme • Higher Education transition sessions (for appropriate students) which include the UCAS, Disabled Student Assessment, Personal Care Support Needs, Student Finance and Social Services. • All our HSDC students have access to careers resources, the Careers Companion website, HSDC Moodle and STEM information events at our partner college. • Former Students Officer monitors destinations of students for up to 10 years after they leave so we can reflect, review and improve practice
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<p>3. Addressing the needs of each student</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 student. A school's and college's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> • From year 7 students start focusing on their career and future plans, including likes and dislikes • Where appropriate, each student from Year 9 upwards will be provided with an individual careers meeting where bespoke support can be implemented and careers and transition options can be personalised. • Annual Reviews from year 9 include a focus on the Preparation for Adulthood • Students and their families have a wide range of professionals, including teachers, therapists, the Transition Team, Social Workers etc. who will tailor advice and support depending on student aspirations, strengths, support needs and associated EHCP Outcomes. • Students desired options, including employment outcomes are articulated in their EHCP and outcomes identified to support their aspiration • Sessions plans and resources are differentiated based on the needs of the students • Individual Career Development Plans/Transition Assessments are created and updated termly with the student • Pupils Individual Learning Plans (ILP's) target areas of development and skills required for employability/social skills • Our careers programme actively challenges stereotypical ideas by focusing on the abilities of the students and providing opportunities to demonstrate these within the community and work placements. • We actively promote and support diversity in our Careers Education programme, everyone is valued and able to participate to the best of their ability to achieve their full potential • The Transition Team are skilled and knowledgeable in relation to post school and college options and provide timely advice and support to students and families • We are very mindful of the legislation regarding age, disability, race, religion, gender and sexual orientation and others. • We celebrate diversity and see this as a positive difference which adds value to our school and college. • Our ethos at Treloar's is to <i>enable</i> our students to achieve they aspirations, even if this is for them to learn to advocate for themselves by developing appropriate communication skills <p>Former Student Officer who is in regular contact with ex-students who provide information sessions on transition, mentor students and attend Alumni events to share information regarding careers, employment and transition.</p>

<p>4. Linking Curriculum Learning to Careers</p>	<p>All teachers and tutors should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<ul style="list-style-type: none"> • Careers education is embedded into all areas of the curriculum and tailored to meet the individuals needs and their learning outcomes identified in their EHCP In Key Stage Three and Four sciences, ICT, PSHE, citizenship and work-related learning promote skills and knowledge within different careers. • In 6th Form students focus in particular on the four areas of Preparing for Adulthood: work/further education, community, independent living and health and wellbeing. • All students continue with functional skills of literacy and numeracy, focus on life skills, such budgeting and money management. • The curriculum embeds employability skills, job roles, enterprise, self-employment, self-advocacy; decision making, ensuring students choices are at the heart of the process • Students have access to guest speakers, individuals/professionals who may be part of their daily life or work out in the community to gain a greater understanding of their role. • Career Coaching is delivered through classroom based modular programme (Careers at Every Level) with appropriate differentiation of lesson material and assessments checks embedded within each module. •
<p>5. Encounters with employers and employees:</p>	<p>Every student 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>	<ul style="list-style-type: none"> • We engage with 50+ small, medium and large businesses enabling us to offer regular and meaningful encounters with employers • Students from year 7 +have opportunities to have meaningful encounters with an employer through guest speakers, mentoring, enterprise schemes, work place visits • Students have access to a range of internal placements, the Job Shop programme provides individuals choice over their placements • Throughout the year, employers, guest speakers, parents and ex-students, provide information sessions about their work/job, career pathway.
<p>6. Experience of workplaces:</p>	<p>Every student should have first-hand experiences of the workplace through work visits, work shadowing and /or work</p>	<ul style="list-style-type: none"> • Students have access to a range of internal placements, the Job Shop programme provides individuals choice over their placements • External work placements are carefully considered and extensive risk assessments and health and safety issues are evaluated <p>Work Experience Officer liaises with employers, arranges a 'Look & See' visit for the student and the supporting SSA for an introduction, look around and to discuss purpose, goals for the placement.</p>

	<p>experience to help their exploration of career opportunities and expand their networks,</p>	<ul style="list-style-type: none"> • Where appropriate students are supported throughout their placement by an experienced Student Support Assistant, and the Student Progress Co-ordinator • Work placements are bespoke in regularity and length to suit the student and employers needs • In partnership with the student and employer relevant and challenging work related/experience targets are set and evaluated. • Monitoring visits take place during the work placement period. • The college Pathways run several enterprise schemes, including, bake sales, Avon, Christmas Faire etc. offering authentic business experiences for students • The Four Week Employability Programme, includes several work preparation sessions and culminate in a visit to a local business, such as Waitrose or Forest Lodge Garden Centre • Supported Employers receive a full induction and an opportunity to receive disability awareness training • Support is built around an individual and is tailored to their aspirations as identified through their EHCP • Internship Programme HSDC course related work experience within business, health & social care, media
<p>7. Encounters with further and higher education</p>	<p>All students 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</p>	<ul style="list-style-type: none"> • Through, <i>Careers Education Information Advice and Guidance</i> assessments, MDT meeting, parent days and the Annual Review, students and families are made aware of the opportunities including supported internships, employment, Further/Higher Education, future living options, community activities/access. • Students attend local college open days and taster days within Treloar and HSDC • Students (where appropriate) attend University open events depending on students desired location and course • Students (where appropriate) attend a number of workshops on apprenticeships, supported internship, employment and education. • HSDC students attend information/tutorials on options Post College • Students and families have access to the Careers Companion websites for information Further Education, Higher Education, apprenticeships, gap years, employment etc. • Future Fest information fair attended by social care providers, supported living providers, education, benefits, leisure activities for both students and families
<p>8. Personal Guidance</p>	<p>Every pupil should have the opportunities for guidance interviews with a careers adviser. These should be available whenever significant study</p>	<ul style="list-style-type: none"> • All students will have opportunities for guidance, the nature of this guidance will be bespoke to each learner and their needs • For students who need guidance from familiar staff, (unfamiliar individuals may lack the skills and knowledge required to sufficiently support the student) this will be provided by class teacher, the Transition team, SLT, Work Experience Officer and Job Coach • Careers Advice is available to students and families at the EHCP Annual Reviews from year 9, transition from Key Stage 4 to 6th form or college, year 13/14, before applying for the Supported

	<p>or career choices are being made. They should be expected for all pupils but limited to meet their individual needs</p>	<p>Internship, transition into HSDC or alternative provision and at any other time</p> <ul style="list-style-type: none"> • <i>Careers Education Information Advice and Guidance assessments</i> are developed in partnership with the student, their families, their Student Progress Coordinator and educational team • Individual programmes of support identified and delivered based on the needs of the student. • Access to Careers Companion website and the National Careers Service • HSDC students have access to the careers resources and careers advisers at our partner college • Local Authority statutory responsibility for providing careers advice
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Appendix 2

Careers Grid

Year	Key Stage	Linking curriculum to careers/ encounters with employers	Life Beyond Treloar's	MDT meetings	CEIAG meetings
Year 7 Year 8 Year 9	Key Stage 3	<ul style="list-style-type: none"> Careers and enterprise education is included in lessons, linking curriculum to real-world career paths Encounters with employers linked to curriculum, community skills, and different job roles. All young people in Years 7-13 should have at least one encounter a year, which can cover a range of activities with employers, both in and outside the school 	<ul style="list-style-type: none"> Peer to peer discussions with Key Stage 4 students Parent / Carer Key Stage Meetings, including progression routes Bespoke Career Companion LMI resource. Drop-in careers clinic and CEIAG personal guidance meetings on request 	<ul style="list-style-type: none"> Termly multidisciplinary meeting where students work with their Multi-Disciplinary Teams (including Teacher, Team Leader, Therapists, Student Progress Coordinator) in capturing future goals, aspirations, aims of placement and working towards targets set against EHCP outcomes 	<ul style="list-style-type: none"> Student Progress coordinator profiling student's aspirations in a 1:1 meeting capturing effective use of EHC plans and transition planning Annual Review of EHCP
Year 10 Year 11	Key Stage 4	<ul style="list-style-type: none"> All pupils have encounters with employers and employees that result in a better understanding of the workplace, community settings and the potential progression paths open to them. By the age of 16, every pupil to have had at least one experience of a workplace or community based setting. Choosing personal curriculum direction (options) 	<ul style="list-style-type: none"> Peer to peer discussions with Sixth Form students/ Alumni Parent / Carer Key Stage Meetings, including progression routes Future Fest Event – meeting exhibitors on site 		<ul style="list-style-type: none"> Careers education, information and guidance interviews "My Life My Way"

Year 12	Sixth Form	<ul style="list-style-type: none"> • Encounters with employers linked to curriculum, Work experience, enterprise and employability day developing businesses • By the age of 18, or before the end of their study programme, every student have had at least one further experience of a workplace or community based setting. • Future Fest – exhibitors on site– meeting exhibitors on site 	<ul style="list-style-type: none"> • Peer to peer discussions with college students • Parent / Carer Key Stage Meetings 			
Year13						
College		<ul style="list-style-type: none"> • As above for year 12 and 13 plus: • Weekly transition sessions for skills for independence and Employability and Vocational Cohorts. • Supported Internships and regular external work experience (where appropriate) • All targets set around aim of placement • Visits to providers in line with aims of placement • Person Centred Plans • Transition Assessments 				
Other		<ul style="list-style-type: none"> • School and college assemblies • External visitors (DWP, employers etc) • Former student talks • Mock Interviews • Taster Days • Departments making students aware of careers in their subject area • Work with the Careers & Enterprise Link • Meetings with parents LA, ICB's, SW's, advocates and other externals to support future planning • Career companion • Destination data – former student's officer 				
FIND OUT MORE:	<p>erin.wills@treloar.org.uk (Careers Lead) transitionteam@treloar.org.uk</p>					

1. Links to other Treloar Policies and Procedures:

- SMT0067 Staff Guidance on the School and College ILP/IEP process
- SMT031 Work Experience Policy and Procedure

2. Implications of Policy/Procedure

2.1 Training Requirements

- All SPCs and Tutors will receive training in this policy
- Gatsby Benchmark and career training delivered to SPCs and teaching staff

2.2 Communication Requirements

How will the Policy/procedure be communicated:	Via SharePoint Staff Meeting On the website
Who will ensure the above communication is carried out:	Head of Quality Head of College Progress and Transition Manager
Do the changes made to this policy/procedure affect any other policies/procedures? If yes, has this been communicated to the policy/procedure author/owner	NA

2.3 Inclusive communications

If you require this document in an alternative format, such as large print, audio description or a colour background, please contact quality@treloar.org.uk

2.4 Other Implementation Requirements

Not applicable

3. Revision History

Listed below is a brief audit trail, detailing amendments made to this policy procedure in last 4 years

Page/para No.	Brief description of the change(s)	Change made by	Date
	NA – new policy		
	Updated legislation, new transition roles and new Careers Lead	Careers Lead	July 2024

IMPORTANT NOTES:

It is essential for those with designated responsibilities to familiarise themselves with the sources of information, referred to above.

Policy documents describe mandatory minimum standards and will be subject to audit and review. Line managers are required to ensure suitable and sufficient arrangements are in place to meet policy requirements, including the provision of information and instruction to staff.

Equality Impact Assessment (EIA) - Stage 1

Name of Policy / Function/Decision	Careers Guidance - College
Name of Assessor / Author /Lead	Lorna Woodcroft
Start Date	22 nd June 2022
This EIA is being undertaken because it is:	<i>Delete as appropriate</i> <ul style="list-style-type: none"> A result of policy revision

Screening

Does the policy affect employees, students or other stakeholder groups? Could the impact be significant to that group of people?	Y						
Is it a major policy with a significant effect on how our core business is delivered?	Y						
Does it involve a significant commitment of resources?	Y						
Does it relate to an area where there are known inequalities (e.g. gender pay gap, hate crime, accessibility of IT)	N						
If the answer to any of these questions is 'YES' then continue to complete Equality impact assessment. If you are unsure about the answer to any of these questions, please contact EDI Co-ordinator or Head of Quality for further support.							
Has the screening identified the policy as having relevance to the any of the following groups?							
Age	N	Disability	N	Sexual Orientation	N		
Race	N	Sex/Gender	N	Religion or Belief	N		
Gender Reassignment	N	Pregnancy or Maternity	N	Marriage or civil partnership	N		
Have we shown due regard for the 9 protected characteristics within the policy/procedure/decision?				Yes	o	No	o
Are all opportunities to promote equality taken within the policy/procedure/decision?				Yes	o	No	o
Have we stated how we will monitor the implementation and impact of this policy/decision?				Yes	o	No	o
Date of Screening				22 nd June 2022			
Approval by EDI				Lorna Woodcroft			
Refer Policy/Procedure to EDI Co-ordinator for further Stage 2 Assessment (if required)				No			