

# **EASTWOOD GRANGE SCHOOL**

## **CAREERS, EDUCATION, ADVICE, INFORMATION AND GUIDANCE POLICY**



### **Eastwood Grange Vision Statement:**

**“Building resilience and skills in our students for an independent, fulfilled life beyond education”**

#### **Overview**

Eastwood Grange School is an independent, special day school for up to 50 boys and girls aged 5-18 years. The students exhibit a variety of severe and complex educational, social, emotional and mental health difficulties, which have impeded personal developmental and educational success. Many have a number of diagnoses. Our students have breakdowns in a number of educational settings and been failed by the level of support for their needs prior to their time at Eastwood Grange School. They arrive very disengaged with education and life after having experienced many crises and trauma.

Related Policies	Curriculum Policy PSHCE Policy SRE Policy Alternative Provision and Quality Assurance Policy
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**Issue date: February 2019**

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<b>Local Procedure Title</b>	<b>Careers, Education, Advice, Information and Guidance Policy</b>
<b>Site</b>	<b>Eastwood Grange School</b>
<b>ECS Policy number and title</b>	<b>ECS 57 Careers Guidance</b>
<b>Local Procedure template reference</b>	<b>ECS LP 57</b>
<b>Local Procedure date</b>	<b>February 2019</b>
<b>Local Procedure review date</b>	<b>February 2020</b>
<b>Local Procedure Author(s)</b>	<b>Eric Knutsen, Head Teacher</b>
<b>Local Procedure Ratification</b>	Checked and Approved by:

<b>1. Rationale</b>
Reason for the policy and definitions of key terms.
<b>2. Aims</b>
What the policy seeks to achieve for our students.
<b>3. Student entitlement</b>
What every student can expect from careers guidance.
<b>4. Information</b>
The outline of content from our programme.
<b>5. Advice</b>
Points of contact in-house.
<b>6. Guidance (including Local Specialist Advice, record keeping and GDPR)</b>
Record keeping arrangements in relation to careers guidance; arrangements for the use of local specialist advisers external to the school;
<b>7. Work experience (including local partnerships)</b>
Any arrangements for the use of local partnerships; arrangements for risk assessing work experience opportunities
<b>8. Equality and Diversity</b>
A statement of purpose discussing the intent whilst discharging careers education and guidance.
<b>9. Focus by year group</b>
A breakdown of the curriculum by year group; Arrangements for consultation which children/young people in relation to their careers guidance learning and experiences
<b>10. Parents and carers</b>
Arrangements for consultation which parents/carers/advocates in relation to children and young people's careers guidance learning and experiences.
<b>11. Management and monitoring</b>
Key Responsibilities: Including named Careers Guidance Co-ordinator
<b>12. Staffing</b>
Responsibilities to discharge this policy effectively.

## **1. RATIONALE**

Careers education and guidance programmes make a major contribution to preparing students for the opportunities, responsibilities and experiences of life. A planned progressive programme of activities supports them in choosing 14 – 18 pathways from year 7 that suit their interests and abilities and help them to follow a career path and sustain employability throughout their working lives.

For the purposes of this policy the following definitions have been used:

### **Information**

Information is data on opportunities conveyed through different media, both mediated and unmediated including face-to-face contact (individual, group, class etc.), the class work will incorporate WOW (World of Work) Curriculum, this will be taught every morning as a core subject to all students, including careers advice, written or printed matter, telephone help lines, ICT software, websites and virtual learning etc.

### **Advice**

This involves helping a student to understand and interpret information; to provide information and answers to questions and clarify misunderstandings; to understand their circumstances, their abilities and targets; to advise them on their options or how to go about a given course of action; to identify needs and to signpost and refer students who may need more in depth guidance and support. Advisory work is provided in small class groups.

### **Guidance**

Guidance aims to support students to better understand themselves and their needs; to confront barriers to understanding, learning and progression; to resolve issues and conflicts and to support them to develop new perspectives and solutions to problems and be able to better manage their lives and achieve their potential. Guidance may also involve advocacy on behalf of some students and referral for specialist guidance and support. This involves more in-depth one-to-one work conducted by staff trained and competent in guidance work. Guidance usually involves the exploration of students' circumstances - their ideas, values, needs and beliefs in relation to opportunities or issues that are confronting or confusing them.

## **2. AIMS**

### **Self-Development**

Students should be able to understand themselves and the influences on them. Students should be able to:

- Assess their achievements, qualities and skills
- Present information as appropriate
- Use this information for personal development
- Set career and learning targets
- Recognise and deal accordingly with influences on their attitudes, values and behaviour in relation to work

### **Career Exploration**

Students should be able to investigate opportunities in learning and work. Students should be able to:

- Understand the nature of work and people's attitudes to it
- Use a variety of sources of career information
- Use work experience to improve chances
- Understand employment trends

### **Career Management**

Students should be able to make and adjust plans to manage change and transition. Students should be able to:

- Employ decision making techniques
- Understand and use sources of help
- Make informed and appropriate choices at the ages of 14, 16 and 18
- Make and manage change as appropriate
- Understand job and further learning application forms and the requirements at interviews
- Understand rights and responsibilities in the work place

### **3. STUDENT ENTITLEMENT**

Careers Education and guidance (CEAIG) is a timetabled weekly session for students. It is also offered to Key stage 2 and 3 students through PSHCE. As part of timetabled sessions, students will complete relevant National Open College Network (NOCN) units of work around careers, work experience and employment.

### **4. INFORMATION**

Students will receive lessons to help develop information handling skills. Students are encouraged through ICT to explore information available to them electronically. Research skills are developed across a wide range of subject areas. Information on issues of health and relationships (including bullying) is provided in WOW, PSHCE and SRE lessons. Students will be supported to visit further educational establishments, training centres and places of work.

### **5. ADVICE**

Tutors offer informal advice during tutor times and through their daily 1 to 1 contacts with students. Tutors are well placed to understand the varied needs of their students and have an in depth knowledge of the student and their circumstances. The tutor is usually the first point of contact for a student who may have an issue they wish to discuss however each student has a learning mentor who offers regular student voice sessions. Advising a student on options will often involve signposting an individual to the relevant information resource or source of help.

### **6. GUIDANCE (including Local Specialist Advice, record keeping and GDPR)**

This consists of a number of planned interventions, which enables students to make and implement well-informed and realistic decisions about their path through life, and mage the subsequent transitions. Guidance may take place 1 to 1 or in small groups. Guidance sessions are provided by class teachers, learning mentors and our CEIAG co-ordinator, the Assistant Head Teacher in charge of this area. Further specialist advice and guidance is provided by a CEIAG officer from the student's LEA or LAC team. Independent careers advice is provided by Derbyshire LEA's contracted service.

Derbyshire LEA provided careers advisors are provided with initial information, e.g. the student's EHCP, in order to initiate discussions with the student. After each careers session, the advisor provides an up to date report that is shared with relevant staff, including the classroom teacher. This is used to undertake interventions between sessions and as a starting point for the following meeting.

### **7. WORK EXPERIENCE (including local partnerships)**

The majority of our work experience is undertaken in house. This is due to the fact that we can provide a variety of experiences, including catering, construction, woodland management, manufacturing, etc. and that our students are better placed in an environment they know and are known within by staff.

When using a local partnership, an outside organisation or company for work experience, such as when independent advice indicates we can't meet a need in-house, we use our quality assurance mechanisms in place for alternative provision when establishing a relationship with the provider. This involves visits to the organisation or company and a clear set of criteria to ensure the safety, welfare and development of the student.

### **8. EQUALITY AND DIVERSITY**

Careers education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

The curriculum at Eastwood Grange is personalised to support individual needs and their pathway plan. Where students wish to pursue a course not currently provided by the school we maintain links with local colleges and providers that allow these talents and interests to be nurtured.

## **9. FOCUS BY YEAR GROUP:**

### **Years 1-3**

The focus is on exploring a variety of activities that build basic skills that could be adapted in later life for a variety of career options, e.g. cookery, technologies, etc.

### **Years 4-6**

The focus is on exploring the world beyond school, introducing the idea of colleges and universities.

### **Year 7**

The focus is about introducing careers and thinking about the vast number of careers / jobs available.

### **Year 8**

The focus is linking our plans and dreams to reality.

### **Year 9**

The focus is self-assessment, career paths and options post 14.

### **Year 10**

The focus is work experience including preparation, implementation and evaluation.

### **Year 11**

The focus is post 16 options and the Application process.

### **Year 12/13**

The focus is on transition to adult hood and employment, training or further education pathways.

## **10. PARENTS AND CARERS**

Parental involvement is encouraged at all stages. Parents are kept up to date with careers related information through regular review meetings, weekly telephone calls and open evenings. Parents are welcome at careers interviews and where necessary are invited.

## **11. MANAGEMENT and MONITORING**

Sam Littlewood co-ordinates the CEAIG programme and is responsible to the Senior Leadership Team. Sam can be contacted at the school on 01246 590 255 for further information about our careers education provision. See also our Careers, Education, Advice, Information and Guidance Policy, published on our website.

## **12. STAFFING**

- All staff contribute to CEAIG through their roles as tutors and subject teachers.
- The Careers Education Programme is planned, monitored and evaluated by the CEAIG Co-ordinator.
- The CEAIG Co-ordinator will liaise and consult with the Derbyshire LEA to ensure that specialist career guidance is available from years 7 – 11.

**Local Procedure Review History:**

Date Reviewed	Reviewer	Summary of revisions
28/2/2019	Eric Knutsen	Updated information under the suggested core list. Added local information based on the material change. Altered named responsible people.