



Policy for Careers Education & Guidance (CEG)

Reviewed September 2019

Introduction

This policy document sets out the school's aims, principles and strategies for delivering Careers Education and Guidance (CEG) to students at Oaklands School.

Oaklands School is a special school in the London Borough of Hounslow. It has a history of outstanding provision in meeting the needs of both young people with severe learning difficulties, those with profound and multiple learning difficulties and students with a diagnosis of autism spectrum disorder

The school has a Careers Leader who is starting to deliver the careers programme across the eight Gatsby Benchmarks (see appendix). The Careers Leader's name (Liz Gibb) and contact details is published on the school website. The school aims to start using the Benchmarks now and meet them fully by the end of 2020 in line with the Government's expectation.

How the Policy Developed:

The current Careers Education and Guidance Policy has been developed following a review of the existing Policy and to incorporate existing practice. The policy reflects the current statutory guidance (October 2018) and Sections 42A1, 42B and 45A of the Education Act 1997 • Section 72 of the Education and Skills Act 2008 • Schedule 4 (15) of the School Information (England) Regulations 2008 and the Gatsby Benchmarks.

Rationale

A planned, progressive programme of vocational activities and experiences is needed to support students in preparing for the next phase of work, education, training and beyond into their adult life.

Aim

We recognise the wide variety of needs of the students at Oaklands School. CEG will be based on the individual needs, interests and skills of each student, aiming to provide an ongoing pathway that will be appropriate for each young person.

We aim to have high aspirations for all young people. We aim to work closely with all agencies (Local Authority, Connexions, Local Authority Colleges, Specialist Colleges, Day placements and employers) to ensure that students are given full information on the range of education, employment and training opportunities



available, including specialist provision. We aim to support students to access the provision appropriate to their needs.

Equal Opportunities & Inclusion:

At Oaklands we aim for all pupils to access the broad range of curriculum activities available in school. At the same time we plan for pupils on an individual basis according to their needs, learning styles and personal interests. All pupils at Oaklands receive equal access to a broad range of curriculum activities in line with their needs which will include access to specialist rooms as appropriate, access teaching delivered by subject specialists where appropriate, access to community based learning, access to therapy in line with their needs as outlined in their current EHCP.

Curriculum

CEG is taught discretely in Vocational sessions. Vocational Education is central to Foundation Learning for students and is also developed through cross curricula themes including elements of PSHEC, Independent Life Skills and Functional Maths, English and ICT.

Long term plans have been formulated on a two year rolling programme for all students in Key stage 4 and key stage 5. Students have the opportunity to work towards achieving units from nationally accredited awards (Laser Learning Awards - Personal Progress and Independent Living)

Three job coaches are employed (two full time and one Teaching Assistant, working part time as a job coach) for the school and an Employment Engagement Officer who works for the school and for Great Oaks College. The job coaches liaise with employers in the local community, set up placements and support individual KS4 and KS5 students working on employer premises.

Students in Key Stage 5 have a planned programme of local College Link Courses (RUTC, and WT Skills Centre and access to facilities at Great Oaks College)

Other elements of the CEG curriculum include

- Record of Achievement/Progress File.
- Duke of Edinburgh Award Scheme.
- Work Experience Programme.
- Supported Employment placements
- Work style pre-employment skills sessions
- Annual Reviews.
- Visits to Careers Exhibitions/Fairs



- Visits to Work Places.
- PSHEC Programme.
- Transition Programme for School Leavers.

Liz Gibb.

Next Review: Autumn 2022

Appendix: The Gatsby Benchmarks



The eight Gatsby Benchmarks are:

Benchmark

1. A stable careers programme

Description

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.

2. Learning from career and labour market information

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.

3. Addressing the needs of each pupil

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.

4. Linking curriculum learning to careers

All teachers 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.

5. Encounters with employers and employees

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.

6. Experiences of workplaces

Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

7. Encounters with further and higher education

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, colleges, universities and in the workplace.

8. Personal guidance

Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.