



LOCATION: CURRICULUM HANDBOOK, DOCUMENT 9

CAREERS EDUCATION AND GUIDANCE POLICY

"This policy should be read as part of a collection of policies that together form the overall Safeguarding Policy and procedure for Abbey Court School."

Date policy first adopted: July 1997

Date reviewed: Summer 2025

Reviewed By: Claire Wilson

Date ratified by Governing Body: June 2025

Date of next review: Summer 2026

I. INTRODUCTION

1.1 Schools are required by the 1988 Education Reform Act to prepare their pupils for the "opportunities, responsibilities and experiences of adult life". At Abbey Court, we encourage pupils to pursue relevant and realistic goals for education, training and work.

1.2 At Abbey Court, Careers Education and Guidance is a part of the PSHCE curriculum. This policy has been devised in line with careers guidance and access for education and training providers, (DfE January 2023, updated May 2025), which has been revised following changes made through the Skills and Post-16 Education Act 2022, also encompasses Skills for Jobs: Lifelong Learning for Opportunity and Growth, (DfE January 2021) and Guidance/Support from the Careers Enterprise Company (also referred in DfE January 2023 guidance). It refers to other legislation, including Section 42A, 42B, 45 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.

The intention of the Careers Education curriculum is for all pupils to gain an understanding of themselves; including their skills and interests, and their community; drawing on cultural capital and the notion of a career not only in the sense of a world of work, but vocation, hobbies and instilling self-pride for the role they will play in society upon leaving Abbey Court.

1.3 Policy Formation

The policy has been developed and written through ongoing consultations with our Careers Consultant, Abbey Court staff and the support of Governors.

1.4 Dissemination of the Policy

Copies of the policies are within the Staff Handbook and on the Website. On a rotational basis, copies of all policies are sent to parents with the Newsletter.

1.5 Implementation of the Policy

The implementation of the policy is the responsibility of all teaching staff together with the involvement of outside agencies and parents.

1.7 The Policy has also referred to:
Independent Review of Careers Guidance in Schools and Further Education and Skills Providers, (DfE September 2023)
The Gatsby Benchmarks are part of the Careers Strategy (launched Dec 2017) and statutory guidance for schools and colleges since 2018, which include:
'Gatsby Good Career Guidance' (2018)
'SEND Gatsby Benchmark Toolkit' (2018)
'The Gatsby Benchmark Toolkit for Schools (2018)
'Updated Gatsby Benchmarks' – September 2025

1.8 The Policy is related to the Aims and Objectives of Abbey Court School set out in the Curriculum Handbook.

2. SMSC

Abbey Court School makes effective provision for spiritual, moral, social and cultural (SMSC) aspects of learning, and thus promotes the development of the whole child. Abbey Court School values highly its work in personal, social, health, economic and relationship and sex education and citizenship. We want pupils to become responsible adults and supportive citizens, and seek to create an ethos and climate in the school which will help them to flourish as young people; therefore, we actively promote and evaluate pupils' spiritual, moral, social and cultural development.

The four SMSC aspects are connected, and the school's provision for one area will often make an impact on another, e.g. when pupils listen to music from different cultures, this may also make an impact on their spiritual development. Activities to promote moral development are also likely to have an impact on social development. The school provides opportunities to promote these aspects of pupils' development within the curriculum. Each subject policy, therefore enables staff to be clear about what it means to promote development in these four areas, within each subject. This is further supported through the subject schemes of work and the SMSC Exemplar.

3. RIGHTS RESPECTING SCHOOL

Abbey Court School is a Rights Respecting School and puts the 54 articles of the UNICEF Children's Charter at the heart of all school policy. This policy reflects that we believe that as a school we must do everything possible to ensure that, through their learning, our pupils grow as healthy as possible, learn at school, receive protection, have their views listened to, and be treated fairly.

4. DEFINITION

4.1 The definition of Careers is defined in the 1997 Education Act as "including any training, employment or occupation or any course of education".

4.2 The 2023 DfE Careers guidance and access for education and training providers outlines that 'Careers Guidance' is the full range of activity delivered under the eight Gatsby Benchmarks. (From September 2025, providers must use the updated benchmarks)
The provider access legislation (occasionally referred to as the 'Baker Clause') requires us to provide opportunities for a range of education and training providers to access all year 8 to 13 pupils to inform them about approved technical education qualifications and apprenticeships. Through the Skills and Post-16 Act 2022, the government introduced a minimum of six provider encounters that we must provide to our pupils.

4.3 The teaching of Careers Education and Guidance at Abbey Court helps to develop pupils' awareness of themselves and ways of interacting with others. It gives guidance on educational, vocational and training opportunities to help pupils make informed choices for their future.

4.4 The DfE Careers Guidance 2023 states that:

High-quality careers education and guidance in school or college is critical to young people's futures.

- It helps to prepare them for the workplace by providing a clear understanding of the world of work, including the routes to jobs and careers that they might find engaging and rewarding.
- It supports them in acquiring the self-development and career management skills they need to achieve positive employment destinations.
- This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy

The Abbey Court schemes of work in careers endeavour to meet these aims and provide the strategy linked to outcomes for pupils for delivering careers education.

Abbey Court School recognises the importance of preparing pupils for their future lives after education in line with the updated Gatsby Benchmarks.

In support of this, the Abbey Court School Provider access policy statement sets out the procedural requirements in relation to requests for inviting education and training providers to give six encounters to our pupils and share information about approved technical qualifications and apprenticeships (Skills and Post-16 Act 2022).

The named Careers Education Leader, responsible for overseeing the careers programme, is the PSHCE subject leader, who is supported by and works collaboratively with the Key Stage Leaders for Key Stages Three and Four and the Further Education Key Stage leader.

Details of the careers programme are available for pupils and parents on the school website.

4. AIMS

The aims of Abbey Court's Careers Education Policy are:

- 5.1 To promote self-awareness, together through teaching moral, spiritual and cultural development of pupils. Pupils will develop a deeper understanding of themselves, their abilities and affinities.
- 5.2 To increase students' self-confidence by developing communication and life skills and provide opportunities for informed problem-solving skills and learning to make decisions wisely about their future and options.
- 5.3 To prepare pupils for dealing with responsibilities and experiences that they may encounter in adult life.
- 5.4 To inform pupils of the options available to them after leaving school so that they can play an active part in making decisions and planning for their future.
- 5.5 To provide pupils with access to the world of work by developing work-related skills, or work experience within and/or outside the school environment.
- 5.6 To devise a personalised plan that ensures a smooth transition for the student to post-school placement, which enables students to be fully prepared to manage change and be fully supported through key transition periods.

6. OBJECTIVES

- 6.1 To provide information about post-school opportunities through visits and other encounters, giving pupils well-rounded experiences.
- 6.2 To develop skills in decision-making, supporting pupils in making informed decisions which are appropriate for them.
- 6.3 To make realistic plans for their future, whilst inspiring and motivating pupils to develop themselves as individuals.
- 6.4 To know how, where and whom to ask for help and support.
- 6.5 To promote self-esteem, develop personal characteristics such as social skills, communication, independence and resilience.
- 6.6 To help students make informed and supported choices.
- 6.7 To develop an understanding of the expectations and responsibilities of going to work.
- 6.8 To develop skills necessary for coping within society, and where appropriate, gaining and maintaining a work or college placement.
- 6.9 To support the students and pupils through transition to their post-school option.
- 6.10 To work within and assess ourselves against the eight Gatsby Benchmarks.

The eight Gatsby Benchmarks of Good Career Guidance are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

7. CURRICULUM PLANNING

- 7.1 The PSHCE Co-ordinator is also the Careers Education and Guidance Co-ordinator and is responsible for the co-ordination of the Careers Education and Guidance programme throughout the school.
- 7.2 The 1997 Education Act states that it is a requirement to deliver Careers Education and Guidance from Key Stage 3. However, at Abbey Court, we believe that Careers Education should be offered from Key Stage 1 to ensure progression and to maximise learning opportunities for the pupils. It is intended that the concepts and content increase in depth as the pupils mature physically, emotionally and intellectually. The programme is delivered through schemes of work from a coverage plan and revisited within a spiral curriculum framework.
- 7.3 The Careers Education and Guidance programme is delivered at Key Stages 1 and 2 as part of the Personal, Social, Health and Citizenship Education curriculum and within other relevant parts of the school curriculum (cross-curricular - topic work on "Ourselves", "People who help us", are explored).

From Key Stage 3 to F.E., it is delivered as a discrete Careers Education programme within the Abbey Court Personal, Social and Health and Citizenship Education curriculum. The programme is planned in Key Stage Units to ensure coverage and progression and uses the Gatsby 8 Benchmark framework as the main reference.

The 1997 Education Act requires schools to provide access to careers advisers to enable the Careers Service to fulfil its contract on behalf of the Secretary of State.

- 7.4 Careers Information and Advice aims to support every young person aged 13-19 by ensuring they have access to information, advice and guidance on issues that might affect their progression through learning and towards adult and working life.
- 7.5 Our Careers Provision is built around the eight Gatsby Benchmarks, the internationally researched framework which defines a world-class careers education. These benchmarks are: 1. A stable careers programme, 2. learning from career and labour market information, 3. Addressing the needs of each pupil, 4. Linking curriculum learning to careers, 5. Encounters with employers and employees, 6. Experiences of workplaces, 7. Encounters with Further Education and Higher Education, 8. Personal Guidance.

8. STYLES OF TEACHING

- 8.1 Careers education and guidance is presented in a variety of formats to meet the individual needs of the pupils (e.g., using the careers library resource, I.C.T., video, role play, assemblies, Theme weeks and visits to workplaces and post-school options, community links and work experience placements, and visiting personnel, including the Independent Careers Advisor).
- 8.2 Careers Education and guidance is delivered to individuals, small groups and whole classes, depending on the needs of the individual pupil.

9. STYLES OF LEARNING

- 9.1 Pupils are encouraged to take part in group discussions.
- 9.2 Pupils are encouraged to listen to information being given by the teacher/speaker or from a video and to talk about what they have seen or heard.
- 9.3 Pupils are encouraged to talk about their own experiences or knowledge of subjects.
- 9.4 Role-play and drama are used to allow pupils to express themselves and practice situations. Mock interviews are held in the FE unit to prepare for college interviews and work experience placements.
- 9.5 Published materials and worksheets are used to support the students' learning and recording. Students also practice life skills, e.g. making drinks for people
- 9.6 Pupils are encouraged to work with the Independent Careers Adviser, who is trained in delivering careers advice to develop their own individual action plan at transitional stages.
- 9.7 Visits to places of work, further education colleges, and Social Education Centres are made to help support the pupils understanding of the opportunities available on leaving school.

10. ASSESSMENT

- 10.1 The Careers Education and Guidance Policy refers to Abbey Court's Assessment and Recording Policy.

- 10.2 All pupils have a planned transition programme to Further Education and a planned transition programme to their new placement upon leaving the Further Education Unit. The programme is planned at Annual Review meetings. Plans at Transitional Reviews allow pupils to make visits to placements and to spend time at their chosen placement prior to leaving. Additionally, individual support meetings are held in the FE with the student, their parents and the careers consultant
- 10.3 The Careers offer is assessed against the eight Gatsby Benchmarks.

11. CROSS-CURRICULAR LINKS

Careers Education and Guidance is an integral part of the P.S.H.E. & Citizenship curriculum that is reinforced throughout the timetable. Developing choices, making decisions, self-awareness, taking responsibility, health and safety, dealing with emotions, appropriate behaviour, making and maintaining relationships are all part of the Careers Education and Guidance curriculum and need to be encouraged and reinforced at appropriate times or when circumstances arise throughout the school day.

Literacy and numeracy are supported through practical tasks such as form-filling, timed activities and routines.

12. S.E.N. AND DIFFERENTIATION

Careers Education and Guidance is an essential part of the curriculum in Special Schools, as many pupils are unable to access information for themselves from the media available or have the skills to make realistic decisions about their future by themselves. Pupils rarely have the skills or opportunities to investigate future placement independently. It is, therefore, an important role of the school, The Careers Advisor and Social Services to support parents and pupils in making informed decisions about their future.

High-achieving students are placed in actual job settings. Tasks are designed to develop the expertise and broaden the experiences of students with PMLD and SLD. Some students have further opportunities for placements in school “job” settings.

13. STAFFING (including teaching and support staff) AND RESOURCES

- 13.1 Careers Education and Guidance is taught primarily by the class teacher with the support of the PSHCE subject leader, Teaching Assistants and agencies from outside.
- 13.2 At Abbey Court, the involvement of the Link Careers Consultant is one that we encourage and support.

Careers Advisers shall, on request, be provided with relevant information and have access to pupils from Key Stage 3.

13.3 **FORMAL CAREERS CONSULTANT INVOLVEMENT OPPORTUNITIES AT ABBEY COURT SCHOOL**

Transitional Review Yr. 10
(Attendance)

Yr. 11, 12, 13, 14
Attendance at Annual Review
and Parents Evenings
(available for individual interviews)

Autumn Term Yr. 12, 13, 14
Support for Transition Plans for Leavers
(where appropriate)

Support at Careers Convention
Spring Term
Individual Diagnostic C.V.'s
Yr. 11, 12, 13, 14
TRANSITION PLANS

Review of Transition Plan
Post 16-19 careers involvement
in-cast conference to ensure transition process
is appropriate and in place.

Post-School
Careers Service Links to
Further Education

13.4 Resources: -

Abbey Court School works with local government service to ensure that pupils have access to materials providing careers guidance, and to a wide range of up-to-date reference materials. An area is designed for careers work in the library and it is regularly maintained.

13.5 A careers library is being developed both at the F.E. and within the Secondary Department. This is regularly updated with materials from the DfE and other sources. It is planned that a bank of resources for the main school will be built up over a period of time and a storage facility will be identified within the Senior Department area of the school. The use of the library enhancement money through the Careers Service helps to support this.

13.6 The use of Technology and Computing skills is an important resource for careers education and guidance particularly for special needs where the use of symbols can give our pupils access to writing their own transition plans, Annual Review contributions, and recording achievement.

13.7 A list of resources that can be found in the school are attached at the end of this policy.

14. EQUAL OPPORTUNITIES

14.1 All pupils are entitled to high-quality careers education and guidance as part of their overall education. At Abbey Court, all pupils are given appropriate opportunities to access all areas of the Careers Education and Guidance Programme.

14.2 At Abbey Court, we are committed to preparing all pupils with a transition plan for leaving school that has accurately identified the pupil's needs.

15. HEALTH AND SAFETY

- 15.1 Careers Education and Guidance is subject to the Abbey Court School's Health and Safety Policy requirement.
- 15.2 Health and Safety issues regarding Work Experience placements need careful planning and monitoring. All work placement places require Health and Safety checks. Reference is made to the Department for Education 16 to 19 Work Experience readiness checklist and Abbey Court Work Experience procedures document.
- 15.3 Staff at arranged placements overseeing Abbey Court students who are considered appropriate for unsupported work experience need to have current DBS checks in place as part of Safeguarding

16. INTEGRATION INCLUDING COMMUNITY LINKS

- 16.1 At Abbey Court, Careers advisors, Social Services and school staff and parents work together in partnership to ensure all pupils receive support for their future taking their individual needs into consideration.
- 16.2 Links with local schools, colleges, community organisations and businesses help to support the Careers Education and Guidance curriculum.
- 16.3 Work-related skills and work placements are arranged when and where appropriate within the school and/or the local community.

17. EVALUATION AND REVIEW

- 17.1 The Policy is monitored throughout the year by the Careers Leader by examination of class timetables, planning and records as well as liaising with teachers, the Key Stage Leaders, Advisers, and the Senior Management Team.
- 17.2 The Policy is reviewed in accordance with the school's policy review timetable. This review includes advice from discussions with teachers, Teaching assistants, School Governors, Parents, Pupils, Care Managers and any other outside agencies.

18. Providers Access Policy Statement

- 18.1 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

18.2 Pupil entitlement:

All pupils in years 8-13 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 as appropriate to their pathway destination.

18.3 Management of provider access requests

Procedure: A provider wishing to request access should contact the school office to make a formal request.

CAREERS EDUCATION AND GUIDANCE POLICY - Appendix 1

Work-related learning (WRL)

Abbey Court's Schemes of Work, updated from summer 2018, have been devised in line with the requirement for work-related learning to be incorporated within the curriculum for all secondary pupils.

WRL is not a subject in the same way as, say, Science. It takes place across the curriculum, with different subjects and courses providing students with opportunities and contexts in which to develop work-related skills, knowledge and understanding. There is no necessity, therefore, for a discrete curriculum time for work-related learning.

WRL is defined as a planned activity that uses work as a context for learning. It encompasses a broad range of activities that allow students to experience working life. It involves learning about working practices, experiencing the work environment, developing skills for working life and learning through activities and challenges set in work-related contexts. At Abbey Court, these contexts include skills for life incorporated through much of the PSHCE curriculum.

This planned approach to delivering WRL provides the pupils at Abbey Court with an entitlement:

- The schemes of work in KS3 introduce WRL across the curriculum and ensure that the aims of WRL are integrated into the curriculum through to KS4.
- Additional work-related skills that are prerequisites to work experience need to be developed, and these are taught progressively through the discrete Careers schemes of work from KS3 to KS4.
- Whilst pupils are developing their work experience skills, they have an entitlement to work experience in progressive contexts that are planned from KS3 through to KS5 as follows:

KS3 > 2 Work Simulations

Work experience simulated activities that take place in the class or school to 'role-play' the experience.

KS4 > 2 Shadowing or Sheltered Work Experiences

Shadowing is Work experience that is largely observational or gives the student the opportunity to be a helping hand. Sheltered work experience takes place on the school site so that the pupil is still overseen by people who understand them and their needs, and is in a familiar context.

KS5 > 2 Protected Work Experiences or External Work Experiences.

Protected work experience takes place on the primary site. This is a step on for students as the environment is less familiar and the staff may be unfamiliar; however, the staff will understand the nature of needs of the student. External work experience can be either supported (with a teaching assistant on hand) or unsupported for the most accomplished Student.

(A pupil may have accelerated progress through their entitlement if they demonstrate good skills acquisition and therefore may access external work experience before reaching KS5. Equally, a pupil who is unable to achieve the necessary skills due to the nature of their needs, may progress through the entitlement at a slower pace).

The aim of the new WRL element of the Key Stage 4 Abbey Court Curriculum is the same as the aim of the national WRL requirements, which is to enable all young people to:

- ✓ Fulfil their academic and vocational potential (e.g. *every pupil will have SMART individual PSHCE targets in order to move them onto the next step and prepare them for the world beyond school*)
- ✓ Apply their learning in a work context (e.g. *a Pupil learning to find their way around the school could be delivering the school post for the office*)
- ✓ Acquire the skills, attitudes and behaviours required in the workplace, including those necessary for health and safety (e.g. *a pupil will have learnt to follow direction/instruction from others before being placed in a charity shop for work experience*)
- ✓ Be enterprising and support enterprise in others (e.g. *every pupil has an individual target in problem-solving and working with others, so that they can respond effectively to situations and be aware of/considerate to others*)
- ✓ Develop other skills, knowledge, understanding and motivation for a well-rounded and balanced adult life, contributing to the country's economic well-being and becoming a responsible citizen in the world beyond work (e.g. *a pupil will learn how to access a local leisure centre and try different sports whilst behaving appropriately in order to provide skills and interests for life*)

APPENDIX 2

CAREERS EDUCATION AND RESOURCES (Stored at the secondary department unless stated)

STAFF INFORMATION

Co-ordinating Careers Work

BTEC - City and Guilds - Pre-Vocational Foundation

Management of Careers Education and Guidance as a cross-curriculum activity, K.C.C.

Work Experience - K.C.C.

'Let's Go'

Effective Communication at Work

Whitbread Initiative

Managing Careers Information - Careers Enterprise

Managing Careers Work - Careers Enterprise

DFE Careers education guidance

Gatsby Good Careers Guidance

SEND Gatsby Benchmark Toolkit

TEACHING RESOURCES

If I were a.....	Career Tracks - Special
What's on - Self Advocacy	Ideas for Careers Work with Pupils with SLD
Staras leavers programme 1 - 6	On the Spot – CD-ROM and Cards Draw on your Emotions
Foundation for Life - Work and Leisure	Colourcards:
You and Your Community	Occupations,
Picture Me	Home,
Look at Work	Emotions,
Skills for School Leavers	Colours, patterns & Shapes,
JIG CAL Illustration Book	Cause & Effect,
Picture a Job - Wiltshire	Daily living,
Living Your Life	Social Situations,
Check it Out - Birmingham	Sport and Leisure,
Job Notes	Activities and events
The Interview	Larkin Farm- work experience opportunities
Worksafe	World Wide Web
Issues in Pictures	
Out and About	
Moving Forward - Connexions	

<u>VIDEO RESOURCES</u>	<u>PUPILS' CAREERS LIBRARY BOOKS</u>
Me at Work	<u>CHERRYSTONES</u>
Making Work Work (1 & 2)	The Health Visitor
Moving On – My Choice	The Teacher
The Experience of Work	The Physiotherapist
Online resources	The Car Mechanic
	The Chef
	The Bus Driver
	The Electrician
	The Helicopter Pilot
	The Optician
	The Forester
	'You Choose'

<u>MY SCHOOL</u>	<u>PEOPLE WHO HELP US</u>
The Class teacher The Road Safety Officer The School Nurse The Lollipop Man The School Secretary The School Librarian	Train Driver Flight Attendant Lifeboat Crew Ambulance Crew Police Office

<u>CHOOSING A JOB</u>	<u>BBC SOFTWARE</u>
Restaurant and Catering Care worker Building Worker Police Department Store Crime Squad	Streetwise Time for Work Everyday Signs.

<u>PEOPLE AND PLACES</u>	<u>A DAY in the life of...</u>
Hospital Supermarket Lifeboat Farm Soldier Nurse Firefighter Postwoman Doctor Baker Milkman Truck Driver Footballer	Lorry Driver, Bus Driver, Dentist, Doctor, Farmer, Fire-fighter, Footballer, Nurse, Policeman, Postman, School Caretaker, Teacher, Train Driver, Vet, Ambulance Team,

<u>Making it ...</u>	<u>Charities at Work:</u>
Artist – Cherry has Down's Syndrome Cricketer – Dan is PD Judo – Ian is VI	People with disabilities, The environment, Animals, Children, The homeless, Older people, Children with SEN.

Appendices:

Work-Related Learning and Enterprise

Work Experience Procedure

Aims and Objectives of Work Experience

Provider Access Policy

Work-related learning and Enterprise (WRL&E)

Abbey Court's Schemes of Work, updated in keeping with the National Curriculum and DfE guidance, have been devised in line with the requirement for work-related learning to be incorporated within the curriculum for all pupils at Key Stage 4

WRL&E is not a subject in the same way as, say, Science. It takes place across the curriculum, with different subjects and courses providing students with opportunities and contexts in which to develop work-related skills, knowledge and understanding. There is no necessity, therefore, for discrete curriculum time for work-related learning. (Also see the Careers Education and Guidance policy).

WRL&E is defined as a planned activity that uses work as a context for learning. It encompasses a broad range of activities that allow students to experience working life. It involves learning about working practices, experiencing the work environment, developing skills for working life and learning through activities and challenges set in work-related contexts. At Abbey Court, these contexts include skills for life incorporated through much of the PSHCE curriculum.

This planned approach to delivering WRL&E provides the pupils at Abbey Court with an **entitlement**

- The schemes of work in KS3 introduce WRL across the curriculum and ensure that the aims of WRL are integrated into the curriculum through to KS4.
- Additional work-related skills that are prerequisites to work experience need to be developed and these are taught progressively through the discrete Careers schemes of work from KS3 to KS4.
- Whilst pupils are developing their work experience skills, they have an entitlement to work experience in progressive contexts that are planned from KS3 through to KS5 as follows:

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Protected work experience takes place on the primary site. This is a step on for students as the environment is less familiar and the staff may be unfamiliar – however, the staff will understand the nature of need of the student. External work experience can be either supported (with a teaching assistant on hand) or unsupported for the most accomplished Student.

ABBEY COURT WORK EXPERIENCE PROCEDURE

Work Experience is a planned educational activity contained within the Careers Education and Guidance programme, which is part of the School's PSHCE curriculum.

It is the entitlement of all pupils to be given the opportunity to take part in planned Work Experience as appropriate to their needs. At Abbey Court, pupils are given access to work-related activities which may include simulated work-based assignments, work shadowing and/or Work Experience within or outside the school setting.

Students are offered Work Experience when they are able to demonstrate an understanding of the world of work and what is required of them, i.e., appropriate behaviour, working to task, etc. (see Appendix I - Pre-work experience checklist).

The work placements are planned in consultation with the parents and the student, and give the student choice in the type of work they wish to experience.

All work activities, particularly Work Experience, are closely monitored and supervised by Abbey Court staff in conjunction with placement staff. It is the overall responsibility of the Work Experience Co-ordinator to ensure appropriate levels of supervision and that the placement is planned, implemented and monitored effectively.

(A placement will be terminated if it is deemed to be unsuccessful by the school or the placement staff and the necessary follow-up work undertaken).

AIMS AND OBJECTIVES OF WORK EXPERIENCE

AIMS

Work experience placements give students opportunities to:

1. Increase self-esteem.
2. Gain a greater understanding of the world of work.
3. Understand the commitment that is required when going to work.
4. Develop relationships with people outside their family and peer groups.
5. Value themselves in an adult world.
6. Put into practice skills learnt at school in a real-life situation and, therefore, give a purpose to learning.
7. Make decisions.
8. Share newly learned information and experiences with their peers.
9. Make choices about their future career plan.

OBJECTIVES

General

1. To work as a member of a team with people of all ages and different backgrounds.
2. To understand the importance of rules and work discipline.
3. To develop problem-solving and decision-making skills.
4. To be able to ask for help if unsure.
5. To increase awareness that work involves stimulating as well as routine activities.
6. To learn and achieve a given job.

Specific

Each student will have specific objectives, which will be negotiated before taking up the placement. These will be linked to the student's school course.

Abbey Court School
Careers Education – Appendix 3

Provider Access Policy

1. Aims

This policy statement aims to set out our school's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer.

It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access

2. Statutory requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students.

This is outlined in section 42B of the Education Act 1997.

This policy shows how our school complies with these requirements.

3. Student Entitlement

All students in years 8-13 at Abbey Court School are entitled:

- To find out about technical education qualifications and apprenticeship 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.

4. Management of provider access requests

A provider wishing to request access should contact the careers leader:

Claire Wilson

Abbey Court School, Cliffe Road, Strood, Kent, ME2 3DL

T: 01634 338220

E: office@abbeycourt.medway.sch.uk

Or via the school office.

Due to the nature of needs of the pupils at Abbey Court School, all access requests will be carefully considered in order to be able to support pupil needs and to minimise disruption to teaching time.

5. Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers.

For example:

Key Stage 3	Key Stage 4	Key Stage 5
On-site work experience	On-site work experience	Friends of Broomhill Park
Careers Fayre - Autumn Term	Careers Fayre - Autumn Term	Community Café
Community Services Week – Spring Term	Guest speakers - Spring Term	Mid Kent College taster courses.
Question time with the Pupil Ambassador	Voluntary Organisations	Careers Fayre
Independent Careers Advice		

All pupils have access to work-related learning at 'Larkin Farm' set within the grounds. Weekly educational visits carried out by pupils provide an opportunity to interact with workplaces and employers.

In addition to scheduled work experience opportunities, encounters with employers and employees are promoted through events such as bag packing at local supermarkets organised throughout the school year.

A provider wishing to identify any opportunity to work with us should contact our Careers Leader.

5. Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this policy.

6. Premises provision

Abbey Court School (which has two sites) hosts a hall and a range of rooms which can be made available for visitors.

A projector and/or touchscreen display can be made available on request.