



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.”*

### **I. INTRODUCTION**

- I.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.
- I.2 At Abbey Court Careers Education and Guidance is a part of the P.S.H.C.E. curriculum. This policy has been devised in line with the 'Careers Guidance and Inspiration in Schools' guidance (DfE 2015) and 'The Careers Education and Guidance National Framework' (DFES, 2003) and 'Careers guidance and access for education and training providers Statutory guidance for governing bodies, school leaders and school staff ' (DfE October 2018)

The intention of the Careers Education curriculum is for all pupils to gain an understanding of themselves; including their skills and interests, 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.

#### **I.3 Policy Formation**

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

#### **I.4 Dissemination of the Policy**

Copies of the policies are located in the staffroom. On a rotational basis, copies of all policies are sent out to parents with the Newsletter.

#### **I.5 Implementation of the Policy**

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

#### **I.7 The Policy has been written with reference to:**

"Better Choices", "Putting Principles into Practice", D.F.E.E. 1995 (1999).

"Looking Forward, Careers Education and Guidance in the Curriculum", SCAA 1995.  
"Managing Careers Work", Careers Enterprise 1996.  
"Careers Education and Guidance National Framework' (DFES, 2003)  
'Careers Guidance and Inspiration in Schools' guidance (DfE 2015)  
'Careers Strategy: making the most of everyone's skills and talents' (DfE December 2017)  
'Careers guidance and access for education and training providers Statutory guidance for governing bodies, school leaders and school staff ' (DfE October 2018)  
'Gatsby Good Career Guidance' (2018)

1.8 The Policy is related to the Aims and Objectives of Abbey Court School 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, eg. 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 Careers Education is defined as "Education designed to prepare young people for taking decisions about their careers and to help them implement such decisions". (Careers Education and Guidance Circular 5/97). The 2018 Department For Education careers strategy explains that "good careers guidance connects learning to the future.

It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life.” (Careers guidance and access for education and training providers October 2018)

- 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 towards making informed choices for their future.
- 4.4 The CEG National Framework states that effective Careers programmes:
- Contribute to strategies for raising achievement by increasing motivation
  - Support inclusion, challenge stereotyping and promote equality of opportunity
  - Encourage participation in continued learning including higher education
  - Develop enterprise and employability skills
  - Reduce drop out from, and course switching in, education and training
  - Contribute to the economic prosperity of individuals and communities”

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 accordance with the DfE 2017 ‘Careers strategy: making the most of everyone’s skills and talents’, The Gatsby Benchmarks framework is used to support secondary education careers provision.

In support of this, the Abbey Court School Provider access policy statement, sets out the procedural requirements in relation to requests for access for allowing education and training providers the opportunity to talk to pupils in years 8-13 about approved technical qualifications and apprenticeships. (DfE and the technical and further education act 2017)

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

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

## **5. 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 student's 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 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 avenues, 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 motivate 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 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 student and pupils through transition to post school option.

## **7. CURRICULUM PLANNING**

- 7.1 The PSHE 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

increases 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 Stage 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 discreet 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 their 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.

## **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 work places 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, 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 planned transition programme to their new placement upon leaving the Further Education Unit. The programme is planned at the Annual Reviews. Plans at Transitional Review 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

## **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 choice, 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 students. 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 PSHE 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 advisor, 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 the advice from discussion 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.

REVIEW DATE : June 2005

Updated March and July 1997.

Updated June 1999 - D Cameron

Review and Update July 2001/2003 – J. Bosley, S Moon 2007, Sue Moon, Oct 2009, October 2011, January 2014

Andrew Webster March 2016

Reviewed and Updated February 2019 – S Bell

Updated April 2020 – S Bell (Careers Leader)

## 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 pupils secondary.

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 the 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.

WRL is defined as 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 in the curriculum through to KS4.
- Additional work-related skills that are pre-requisites 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 need 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, then they 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 PSHE 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 to 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 sport 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.  
 TVEI 14 - 16 Work Experience  
 'Lets Go'  
 Effective Communication at Work  
 Whitbread Initiative  
 CIOLA Directory 1992/1993  
 Managing Careers Information - Careers Enterprise  
 Managing Careers Work - Careers Enterprise  
 DFE Careers education guidance  
 Gatsby Good Careers Guidance

#### TEACHING RESOURCES

If I were a..... What's on - Self Advocacy Staras leavers programme 1 - 6 Foundation for Life - Work and Leisure You and Your Community Picture Me Look at Work Skills for School Leavers JIG CAL Illustration Book Picture a Job - Wiltshire Living Your Life Check it Out - Birmingham Job Notes The Interview Worksafe Issues in Pictures Out and About Moving Forward - Connexions	Career Tracks - Special Ideas for Careers Work with Pupils with SLD On the Spot – CD-Rom and Cards Draw on your Emotions Colourcards: Occupations, Home, Emotions, Colours, patterns & Shapes, Cause & Effect, Daily living, Social Situations, Sport and Leisure, Activities and events
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<u>VIDEO RESOURCES</u> Me at Work Making Work Work (1 & 2) Moving On – My Choice The Experience of Work	<u>PUPILS CAREERS LIBRARY BOOKS</u> <u>CHERRYSTONES</u> The Health Visitor The Teacher The Physiotherapist The Car Mechanic The Chef The Bus Driver The Electrician The Helicopter Pilot
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	The Optician The Forester 'You Choose'
<u>MY SCHOOL</u>  The Classteacher The Road Safety Officer The School Nurse The Lollipop man The School Secretary The School Librarian	<u>PEOPLE WHO HELP US</u>  Train Driver Flight Attendant Lifeboat Crew Ambulance Crew Police Office

<u>CHOOSING A JOB</u>  Restaurant and Catering Careworker Building Worker Police Department Store Crime Squad	<u>BBC SOFTWARE</u>  Streetwise Time for Work Everyday Signs.
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<u>PEOPLE AND PLACES</u>  Hospital Supermarket Lifeboat Farm Soldier Nurse Firefighter Postwoman Doctor Baker Milkman Truck Driver Footballer	<u>A DAY in the life of...</u>  Lorry Driver, Bus Driver, Dentist, Doctor, Farmer, Fire-fighter, Footballer, Nurse, Policeman, Postman, School Caretaker, Teacher, Train Driver, Vet, Ambulance Team,
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<u>Making it ...</u>  Artist – Cherry has Down's Syndrome Cricketer – Dan is PD Judo – Ian is VI	<u>Charities at Work:</u>  People with disabilities, The environment, Animals, Children, The homeless, Older people, Children with SEN.
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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 the 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 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 in the curriculum through to KS4.
- Additional work-related skills that are pre-requisites 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 need of the student. External work experience can be either supported (with a teaching assistant on hand) or unsupported for the most accomplished Student.*

### ABBAY 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 of taking 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).

Sue Moon Nov 2007, Oct 2009, Jan 2014;  
Andrew Webster March 2016,  
S Bell 2019

## **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 new learnt 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 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.

**4. Management of provider access requests**

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

Sam Bell

Abbey Court School, Rede Court Road, Strood, Kent, ME2 3SP

T: 01634 338220

E: [office@abbeycourt.medway.sch.uk](mailto: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:

<b>Key Stage 3</b>	<b>Key Stage 4</b>	<b>Key Stage 5</b>
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 opportunity to interact with work places 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.

## 6. 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.

## 7. Premises provision

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

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