

The Lindfield School

Careers Education Information Advice & Guidance and Work Related Learning (CEIAG) Policy

“Work-related learning is an important part of young people’s education across the curriculum and key to preparing them for their future careers, enabling them to develop the skills to make a positive contribution to our economy. For instance, many activities taking place in children’s primary years of education are relevant to the world of work and, during the last two years of their compulsory education, at Key Stage 4, work-related learning is a statutory part of the curriculum. It is also a vital component of new Diplomas.”

Department for Children, Schools and Families

Rationale for Careers Education Information Advice and Guidance (CEIAG)

The Education Act 2011 places schools under a duty to secure access to independent careers guidance for pupils in Y8-13 from, including those with special educational needs (SEN) or disabilities, from September 2012. It removes the duty to provide a careers education programme but continues to highly encourage this. Students with special educational needs will continue to receive support from Connexions SEN IPA’s to complete the statutory Moving On Action Plan’s to support post 16 progression.

Definition of Terms

Information, Advice and Guidance (IAG) is an essential component of Careers Education (CE) entitlement. Within this policy the definition of these terms is as follows:

Information refers to data on opportunities that is available in different formats including written or printed materials, telephone help lines, ICT software, DVDs and websites. This also includes contact that is face-to-face with individuals or in groups or classes.

Advice refers to:

- Helping students to understand and interpret information
- Providing information and answering questions
- Clarifying misunderstandings/ misinterpretations
- Understanding circumstances, abilities and targets
- Advising students on their options and/ or how to go about a given course of action
- Identifying needs and signposting or referring students who may need targeted support

Guidance refers to:

- Supporting students to better understand themselves and their needs
- Confronting barriers to understanding, learning and progression
- Resolving issues and conflicts
- Supporting students to develop new perspectives and solutions to problems, and
- Enabling students people to manage their lives better and achieve their potential.

Aims and Purposes of the subject

Careers Education, Information Advice and Guidance makes a major contribution to preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood:

- Preparing students for the opportunities, responsibilities and experiences of life
- Supporting young people to achieve their full potential
- Empowering young people to plan and manage their own futures
- Providing comprehensive information on all options
- Raising aspirations
- Promoting equality, diversity, social mobility and challenging stereotypes
- Enabling young people to sustain employability and achieve personal and economic wellbeing throughout their lives

The Lindfield School is committed to career learning and development and it intends to fulfil its statutory obligations. It supports The Southfield Trust's overall vision and is linked to the School Improvement Plan for both schools on School Centre Net. Governors and senior leaders have a key role in developing and approving the policy and this process ensures a high profile and a secure place for CEIAG within the school curriculum.

Commitment

The Lindfield Special School is committed to providing all its students with a planned programme of careers education activities throughout their school journey, with opportunities at key transition points to access impartial information and expert advice and guidance.

It is also committed to maximise the benefits for students by using a whole school approach involving parents, carers, external IAG providers, employers and other local agencies.

The Lindfield achieved the Investors in Careers Award Stage 1 in April 2013 and is currently working towards achieving Stages 2 & 3.

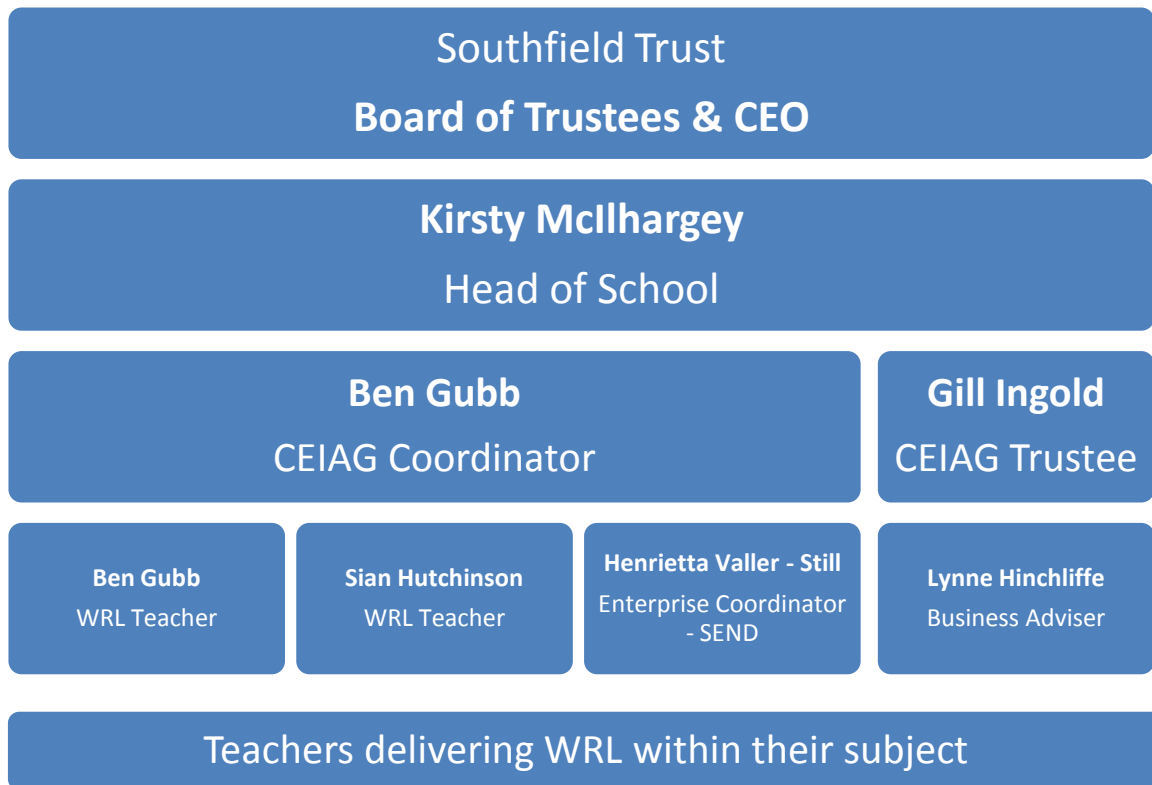
Management

The Assistant Head of School (**Ben Gubb**) coordinates and has strategic responsibility for CEIAG, with access to administration support from a Teaching Assistant.

The Southfield Trust has responsibility for securing its' external careers guidance service from the Youth Employability Service.

The Assistant Head of School will review and evaluate the provision with all stakeholders including young people, parents and the external IAG service, taking into account the school's destination measures.

The Lindfield School CEIAG Staff Management Structure



Curriculum Provision

There is a planned programme of learning experiences with learning outcomes for Year 7 to Year 11 which enable young people to:

- Develop themselves through career and work-related education
- Learn about careers and the world of work
- Develop career management and employability skills

At **Key Stage 3** most of the learning outcomes are also taught through the PSHE programme and **Citizenship 2014** (functions and uses of money, the importance of personal budgeting, money management). There are also units on the World of Work in English, Maths and BTEC subjects. Transition to Key Stage 4 and the Education, Health and Care Plan process will also contribute to the KS3 learning outcomes.

At **Key Stage 4** there are termly assemblies to introduce the wider aspects of the programme. Learning outcomes are delivered through PSHE and Citizenship 2014. We run a Enterprise project each the year.

One to One CEIAG with personal tutors is a strong feature of Key Stage 4 including Job Centre visits, newspaper & online job searches. Transition is the focal point of Education, Health and Care plans.

Learning Outside the Classroom (LoTC) is a key feature and our Key Stage 4 students are taken to visit local colleges including Lewes, Eastbourne and Plumpton, and take part in short courses along with a full transition programme which includes independent travel training. College representatives try to attend our Y11 parents evening.

Years 9 and 10 are highlighted with workplace visits. Work experience placements are provided for Year 11 with Work place experiences for Year 10 and this includes transition visits and Health and Safety training. Work experience placements are organised in consultation with the local Education Business Partnership Organisation (EBPO). We use the Aspire system. We provide work simulations and role plays, mock job and college interviews.

There is a Drama unit on Interview Techniques. All KS4 students will take part in a work experience preparation programme, including advice on:

- Getting to a placement on time
- Dressing and behaving appropriately
- Working within an adult environment
- Following health and safety guidelines

Students will record and demonstrate their experiences using a variety of methods such as keeping a journal and collecting evidence for a wall display. A list of learning outcomes will be created that acknowledges the abilities of each student. Students will also be taught The CBI's seven point 'Employability' model, which emphasises the importance of personal attributes that contribute to a 'positive attitude' which includes characteristics such as a 'can-do' approach, a readiness to take part, openness to new activities and a drive to make those ideas happen. It also highlights the importance of 'knowledge' in the sense of understanding the basics of numeracy and literacy, IT awareness and awareness of matters such as the importance of customer care.

Personal Provision

Elements of the above will require access to individual information advice and guidance through:

- internal staff, external visitors (including local businesses) and mentors
- Signposting external sources using email, telephone, web chat and forums via websites and the National Careers Service¹
- specialist face to face careers guidance- the Southfield Trust employs a careers guidance specialist from the YES (Youth Employability Service) who has experience with young people with SEND.

¹ National Careers Service <https://nationalcareersservice.direct.gov.uk>

Entitlement

ALL students at The Lindfield School are entitled to a careers programme that helps them to:

- Understand their education, training, employment and other progression opportunities
- Develop the skills they need to plan and manage their own personal development and career progression
- Overcome and overt any hidden barriers to progress they may encounter
- Accesses relevant information about the world of work
- Make and maintain individual plans to help them improve the prospects of success

Students will have access to and support with using Careers Information that is:

- Easy to find and accessible in a variety of formats
- Comprehensive; giving details of all progression opportunities and support
- Impartial and up to date

From Year 8, students will obtain careers guidance that is:

- Impartial and independent
- Focused on individual needs
- Supportive of equal opportunities
- Provided by people with relevant professional training and experience

Parents and carers of students at The Lindfield School can expect to:

- Be able to speak to a member staff, primarily the Assistant Heads of School, to discuss their child's progress and future prospectus (via parents evenings, phone conversations or meetings requested by parents)
- Have access to the Careers Education, Information, Advice and Guidance Policy and request a hard copy if required
- Have access to the Careers Toolkit (Parents Section) and
- Be kept up to date with the Careers support their child is accessing
- Have the opportunity to provide feedback on the Careers Programme and offer suggestions for improvement
- Take part in careers guidance interviews with their child

Resources

The Southfield Trust will provide resources for the successful implementation of this policy through securing:

- An annual budget to cover internal needs, CPD and external sources of IAG
- Adequate staffing
- Student and staff access to information (electronic and hardcopy)
- Designated space for individual, group and research sessions
- A careers library

Provider Access

The Lindfield School has arrangements for managing the access of providers to students 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.

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.

Procedure

A provider wishing to request access should contact:

Ben Gubb, Assistant Head of School

Telephone: 01323 502988

Email: bgubb@thesouthfieldtrust.com

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:

Autumn Term

- Students across years 9, 10 and 11 have opportunities to access the Open Doors Event which enables contacts to be made between the school and local employers. Students will have opportunities to visit a number of local businesses in both the Autumn term and across the year.
- A Business Link/Advisor will be paired with the school as part of the East Sussex Enterprise Co-ordination Scheme.

Spring Term

- Students will have opportunities to engage with employers and the school's Business Link to experience a range of activities that will promote understanding of the World of Work.
- Students from across the school including Key Stage 3 and 4 will have opportunities to have meaningful encounters with employers as part of both the work related learning curriculum and the whole school enrichment program (year 7/ 8 students guided by Sian Hutchinson and year 9/10/11 guided by Ben Gubb).

Summer term

- Year 10 and 11 students will take part in work place visits and prepare for work experience.
- Year 11 students will meet specific employers and complete a 3 day work experience placement.

Partnerships

The policy recognises the range of partners that support the CEIAG offer within our Trust. These include:

- formal arrangements with our external provider of careers guidance and others
- liaison with post 16 providers and higher education institutions
- employers and training providers
- parents and carers
- others specific to our Trust

Equality and diversity

Work-related learning provides all young people with a wide range of opportunities to experience learning activities. It is important to promote equal opportunities and encourage young people to challenge traditional learning and career routes. This can be achieved in a number of ways, from ensuring that work visits and placements are welcoming and attractive to either gender, to using atypical gender role models as peer ambassadors and mentors, and providing taster sessions for courses not typically associated with one gender.

Monitoring

The policy for CEIAG is developed and reviewed in consultation with those involved in its delivery (students, school staff including senior managers, careers advisers, careers coordinators, tutors etc.) and makes reference to appropriate national frameworks and other guidance. Information is gathered from discussions and questionnaires and analysed by the Assistant Heads of School and the resulting report is discussed at an SLT meeting.

Health and Safety

When organising whole class workplace visits, schools retain the primary duty of care and a risk assessment must be carried out prior to the visit. The health and safety requirements for individual work experience placements are far more complex. Before each placement, the work experience co-ordinator will implement health and safety checks in conjunction with employers offering work experience. Placements will be risk assessed for students on an individual basis. Colleges, employers and other training providers have responsibility for the health, safety and welfare of everyone on their premises, including any students who are there or engaged in activities which they organise. These responsibilities include:

- Complying with child protection legislation;
- Checking their insurers are aware of the implications of their involvement with work-related learning and, in particular, 14–16 year old students;
- Agreeing and implementing workable attendance, reporting, monitoring and emergency procedures in partnership with the school;
- Supporting their staff in adjusting to teaching young people by organising training and establishing workable and effective policies;
- Complying with legislation and good practice on data protection;

- Being aware of employers' requirement to inform the parents or carers of the risk assessments for pre-16 learners before the placement begins. EBPOs, schools and colleges may help with this requirement; this does not absolve the employer of that responsibility;
- Monitoring staff have the appropriate training to be able to check learner safety during the placement visit.

Employers will already have in place insurance policies that cover most risks arising from work experience and other visits, provided that the work experience is in accordance with the normal business practices of the employer (see the Association of British Insurers guidance at Annex 4).

Students on work experience placements are designated as employees for the purposes of health and safety – employers have the same responsibilities for the health, safety and welfare of students on work placements as they do for their own workforce. This includes compliance with the Health and Safety at Work Act 1974, Management of Health and Safety Regulations 1999 and the Working Time Regulations 1998.

According to the HSE, employers' duties generally include:

- Making the workplace safe and without risks to health;
- Ensuring plant and machinery are safe, and that safe systems of work are followed;
- Ensuring articles and substances are moved, stored and used safely;
- Providing adequate welfare facilities;
- Giving employees the information, instruction, training and supervision necessary for their health and safety.

There is no requirement to CRB check all staff who may come into contact with a student on placement. Only a member of staff with day-to-day responsibility for the student or as part of their job description – this could be the manager, a supervisor or a mentoring employee – should be required to have a CRB check. However, CRB checks must be **considered** where the placement involves:

- Regular lone working with an employer over long periods
- Placements located in particularly isolated environments with 1:1 working
- Placements involving a high degree of travelling on a 1:1 basis

School staff or other partners who arrange, vet or monitor the work placements should have training in child protection. Employers, supervisors or training providers hosting students should be asked to endorse our school child protection policy. The work experience co-ordinator will undertake a pre-placement visit with every employer, explaining any issues specific to the pupil and how to handle them. If appropriate, students will have a practice visit prior to their first session in order to test out transport and route. Each student will have a named mentor or link person at the workplace. If appropriate, students will be accompanied on their work experience placement by a member of school staff. A risk assessment must be carried out to identify any significant increase in risk to the health, safety and welfare of a young person on a work placement, and appropriate measures put in place. Where the risk to the young person cannot be managed and controlled to an acceptable level and the placement cannot take place, an alternative placement may be found.

Frameworks and Guidance:

Frameworks and guidance this policy refers to are as follows:

- PSHE education: Economic Wellbeing and financial capability programmes of study for Key Stages 3 and 4 (QCA 2008)
- Careers, work-related learning and enterprise 11-19- A framework to support economic wellbeing (QCA, 2008)
- Principles of impartial careers education (DCSF, October 2009) and statutory guidance resources pack (DCSF, January 2010)
- Quality standards for work experience (DCSF, 2008).
- ACEG 2012 Framework

Information for Parent Carers

Please see the 'Careers Education and Employability' tab on our school website which includes a comprehensive brochure for parents and carers. This is accessed from the Trust website:

www.thesouthfieldtrust.com

Further information for parents/carers and students about the labour market can be found at:

<http://data-viz.nesta.org.uk/skills-taxonomy/index.html>