



The William Henry Smith Specialist College

Careers Education, Information, Advice & Guidance Policy (CEIAG)

Policy Details

Status:	In-house
Frequency of review:	Annually
Lead member of staff:	Leanne Clarke
Last reviewed:	Summer 2024
Next Review Date:	Summer 2025
Policy Number:	CWS5

1.0 Rationale

Our learners, parents, carers or advocates require accurate and realistic information and advice on the options available to enable them when they leave college and which will meet their individual needs. We aim to give learners and their parents, carers or advocates the maximum support so that, in partnership with other agencies, they can plan for successful transition from college into adult life.

The components of Careers Education, Information, Advice and Guidance (CEIAG) are defined as:

‘Careers Education provides a means of developing individuals’ knowledge, understanding and experience of opportunities in education, training and employment and the skills necessary to make informed decisions.’

- Careers Guidance provides a means of helping individuals to apply relevant knowledge, understanding and skills to their own circumstances when choices have to be made.
- In practice Careers Education and Careers Guidance are interwoven, with the college and the careers service working collaboratively, particularly through the EHCP Annual Review process.
- All learners understand that they have ‘careers’ that continue through life and include all aspects of their evolving experience of the world of work and the necessary key skills.

In this CEIAG policy we indicate how we structure our careers education programme and provide information and guidance to learners and parents, carers or advocates at The William Henry Smith Specialist College in order to achieve the above.

2.0 Aims

- All learners to understand the full range of opportunities available to them, to learn from employers about work and the skills that are valued in the workplace and to have first-hand experience of the workplace.
- All learners to get an excellent programme of advice and guidance that is delivered by individuals with the right skills and experience.
- Everyone to get support tailored to their circumstances. All learners should be able to access free face-to-face advice, with more bespoke support for those who most need it.
- All learners will learn through a range of work-related activities and develop key skills appropriate to the workplace and life beyond college.
- Make informed decisions now and for the future, drawing on self-knowledge and by making effective use of information and guidance.
- Everyone to get the information they need to understand the job and career opportunities available, and how their knowledge and skills can help them in considering suitable careers.

3.0 Objectives

The William Henry Smith College will:

- Empower learners to plan and manage their own futures by providing appropriate careers education (with suitable resources).
- We will include appropriate opportunities to experience the challenges and responsibilities of the world of work, either on or offsite.
- Respond to the needs of each learner by differentiating curriculum delivery, providing work experience that matches personal interests/abilities and use person centred planning as the cornerstone for planning for the future when learners transition to adult life.
- Work closely with outside agencies such as C & K Careers and the Social Care Transition Team (Pathways) to provide comprehensive information and advice to learners and parents/carers about future options and support available and ensure they know how to access/contact and use them.
- Raise learner and parent/carer aspirations by providing challenging and appropriate learning experiences, record, accreditations and celebrate learner achievements. We will plan for successful transition to employment, volunteering, supported living and other sustainable outcomes
- Promote equality of opportunity for all our learner regardless of sex, race, class or disability by using resources that positively reflect our community and challenge negative stereotypical attitudes.

Learners and parents/Carers will:

- Understand their options and different paths to work and independence, to plan the steps they need to take, and to get from where they are to where they want to go
- Be aware of the skills required to gain access to the world of work (including travel skills) and have an appropriate and realistic awareness of the options available to them on leaving college
- Understand their own knowledge and skills and how they can be used in the workplace
- They should be aware of their ability to make decisions about their own lives
- Be aware of sources of information about the world of work and be supported to work with the college and a range of agencies to plan an appropriate progression route
- Be inspired about new opportunities they might not have known about (or that might not exist yet), or thought they could not achieve

Learners will learn about:

- Getting, holding on to and progressing in a job or volunteer role, whatever their age, ability or background
- Improving their well-being through doing a job they are good at and enjoy

4.0 Policy Procedures

At The William Henry Smith Specialist College we actively promote equality of opportunity for all our learners regardless of sex, race, class or disability by using resources that positively reflect our community and challenge negative stereotypical attitudes. The CEIAG programme has to be

differentiated and personalised for our learners to meet their individual needs. It is delivered through the Careers curriculum and Preparation for Adulthood curriculum, often in partnership with other agencies or providers. A range of teaching approaches are used, from discussion and research with learners, to experiential learning.

We aim to raise aspirations and encourage learners to consider a wider range of future pathways and careers. We do this by fulfilling the Gatsby benchmarks and use this as a framework for our careers policy.

5.0 Deliver a stable careers programme

Careers includes both education, information, advice and guidance. Careers education helps our learners make informed choices about their next steps. Careers education forms an integral part of the curriculum at The William Henry Smith Specialist College. Our careers programme supports learners to make better decisions about their future. Our programme of activities includes:

- Opportunities across the curriculum for our learners to develop transferable life skills that support careers, employability and enterprise
- Opportunities for learners to develop self-advocacy, negotiation, decision making and transition skills
- Building excellent partnerships with parents/carers and outside agencies to ensure the best support for our learners
- Developing learner voice through classroom activities
- Dedicated work skills training through Careers and PSHE lessons

To implement these activities, we deliver flexibly tailored curriculums. Furthermore, in line with the SEND Code of Practice (2015) we ensure that annual reviews for Education Health Care Plans focus on long term outcomes and follow the preparation for adulthood guidance.

6.0 Further Careers activities

Learners participate in enterprise activities through the Careers curriculum. They design and sell products in college and at The William Henry Smith School Enterprise Fayres. Enterprise projects have included car washing, key ring making, t-shirt design and printing, art work for the home, baked food, and soap making. Learning from career and labour market information at The William Henry Smith Specialist College is a transitional time for learners, all of whom will consider their future pathways.

The curriculum is entirely developed to support learners to learn about potential pathways, make decisions and work towards meeting their highly personalised targets in the areas of employment, independent living, community inclusion and health.

The William Henry Smith Specialist College uses vocational profiling to support learners to find an aspirational, yet suitable career pathway.

Learners' EHCP targets are also set to help learners work towards their aspirations. Every young person at The William Henry Smith Specialist College will under the terms of the SEND Code of Practice (2015) take part in the yearly annual review process of their Education Health and Care Plan (EHCP) addressing the needs of each learner.

The William Henry Smith Specialist College offers a person-centred approach to learning. The curriculum is differentiated and provides work experience that matches personal interests/abilities and uses person centred planning as the cornerstone for planning for the future when learners transition from college.

The EHCP process provides opportunities to ensure all learners are working towards their own aspirational outcomes for the future. All learners will also undergo vocational profiling, the aim of which is to understand an individual's experience, skills, abilities, interests, aspirations and needs in relation to employment.

7.0 Linking curriculum learning to careers

The curriculum is fully designed to support learners to work towards their next steps. Learners follow a personalised curriculum and bespoke pathway which is linked to the Preparation for Adulthood framework.

The William Henry Smith Specialist College ensures that learners are taught transferable skills across the curriculum which are linked to learner development, becoming more independent and future careers. For example, learners learn about money and time management through maths. They learn number skills in practical situations such as stock taking. In English they develop reading skills in the community through shopping and travel training or in the workplace. In PSHE they learn about personal hygiene and presentation and how to develop social skills, while other subjects, such as Creative Media Arts and Computer Science link directly to employment opportunities.

In careers lessons, learners develop work skills linked to specific areas of employment such as office skills, cooking or housekeeping. In addition, learners write CV's, complete application forms and present themselves at interviews.

Learners study OCR life and living skills, along with AQA units that link specifically to Preparation for Adulthood, including employability.

8.0 Encounters with employers and employees

The William Henry Smith Specialist College offers a range of experience programme. Learner placements are person centred and are managed according to need. Learners are accompanied by a Learning support practitioner on all placements until they are ready to go independently.

All learners will take part in differing levels of individual work experience dependant on needs:

- some gain experience through on- site placements e.g. college maintenance, horticulture, receptionist, breakfast monitor, medical assistant etc
- some learners participate in individual off site work experience e.g. Project colt, Mind, Salvation Army, Coopers, Heatherwood Farm

9.0 Experiences of workplaces

Every learner at The William Henry Smith Specialist College will leave having had multiple experiences of the work place, either on or off-site.

A data base tracks the hours spent by each learner in a range of work placements during their time at college to support their transition to adult life and the world of work.

10.0 Encounters with further and higher education

The William Henry Smith Specialist College understands the importance of 'next steps' and transitions for our learners. All learners should understand the full range of learning opportunities that are available to them. These includes both vocational and academic routes, whether that be through supported internship or volunteering, or transition into supported living or social care or transitioning onto higher education.

Transition to adult life is a process that needs multi-agency support. The SEN Careers Advisors (C&K Careers) works closely with all learners and parents/carers through the Annual Review process and will map out an action plan for career opportunities when they leave College. The Careers Advisor will observe a learner in class if they are unable to contribute fully in an interview. The Careers Advisor will liaise with specialist agencies in organising visits for parents and carers. We also work with the Social Care Transition Team to provide comprehensive information and advice to learners and parents/carers about future options and support available and ensure they know how to access/contact and use them.

All learners will have access to a number of various transition events such as

- Visits to supported living settings.
- Visits to Project SEARCH
- Visits to transition fairs
- Visits to community facilities in their local area
- Visits to careers events and university open days

11.0 Personal guidance

Every learner should have opportunities for guidance interviews, with appropriate support, with our career's adviser and college careers lead. These should be available whenever significant career or transition choices are being made. They should be expected for all learners but should be timed to meet their individual needs.

The William Henry Smith Specialist College works closely with the local authority careers advisor (C&K Careers) who offers impartial careers advice.

The careers advisor's role covers:

- Speaking with learners regarding careers ideas, qualifications, skills, experiences, circumstances and life aims
- Helping learners to explore possible options using the vocational profiling tool
- Supporting learners to understand the labour market locally
- Referring learners to any necessary outside agencies
- Supporting learners to become aware of the possible next options available to them

- Our Careers Advisor meets with learners and their parents/carers prior to key annual review meetings. They will make themselves available to give advice to parents/carers at special events such as parents/carers meetings. Best outcomes are achieved when parents/carers are involved in making decisions about transition planning.
- The annual review process also supports learners to put in place a plan of support for their future. Learners prepare for their reviews by expressing their wishes for the future