

**The Redway School
Careers education and Guidance**

First Draft - February 2010

Second Draft – June 2010

Third draft – March 2013

Date of current policy – September 2018

Review date – September 2019

INTRODUCTION

All students at the Redway School are entitled to CEIAG which meets professional standards of practice, which is person-centred and impartial. Our CEIAG program is integrated into the whole curriculum and is based on a partnership with students, their parents/carers and other agencies.

At the Redway School we are committed to providing a planned programme of careers education and information advice and guidance for all students. **Careers education** at The Redway will help our young people develop the knowledge and skills required to make successful choices and to have successful transition experiences. **Careers guidance** enables our students to be able to successfully manage transitions in learning, future placements and work related experiences.

For students at the Redway school ‘career’ means something quite different to that of their mainstream peers. We consider career to mean **‘Your Pathway Through Life’** and all that this entails. For our students we believe the following elements are important in considering the impact of successful careers education information, advice and guidance.

The young person’s education and how this has impacted and can impact on their lives.	We aim to offer education of the highest quality which is specific to the needs of the individual. The education offered will empower a young people to communicate with others to make choices and to be able to contribute their opinion.
The young person’s family life and how this affects and influences their experiences and choices.	We aim to adopt a holistic approach to education and will work closely with families and other agencies to ensure the young person is supported in all aspects of their life.
The young person’s friends both in and out of school and how friendship can affect and alter lives.	We aim to provide opportunities to build and maintain friendships; activities are geared towards interaction for all pupils.
The young person’s access to community based activities both in and out of school, including leisure activities.	We aim to provide a range of opportunities using the community as a resource; we aim to influence others to improve the quality of provision for all young people with disabilities.
The young person’s access to opportunities to help prepare for transition to adulthood.	We will continue to build our relationships with other agencies in order to develop and have an

For all students this means access to transition opportunities, situations and environments.	influence on transition opportunities
For some of our young people we must consider access to work related opportunities and work experience.	We continue to seek out appropriate work related opportunities that will allow our young people to develop confidence and relationships. Whilst it can be difficult to identify appropriate work related opportunities for our students we continue to strive to meet this need by creating opportunities ourselves such as working within the Redway Café.

For our students their pathway though life should provide opportunities that give a sense of purpose and raise aspirations, it should give them the skills to use their learning in their adult life. In order to achieve this we work closely with **adult transition team (ECCO)** and the **children with disabilities team**. It is important that our students receive a personalised approach to CEG which explores individual needs fully and creates the appropriate pathway opportunities for them.

CURRICULUM

11-19 Provision

Our 14-19 curriculum uses AQA unit award scheme, OCR life and living and ASDAN accredited courses (Towards Independence and Transition Challenge-see appendix 1 and 2) which have a range of specific Work Related and PSHCE modules within them which **all** students follow. At KS3 as well as specific PSHCE sessions we are currently introducing ASDAN 'New Horizons', we are also currently running a session specifically for our more able students which explores the importance of friendships and relationships within our lives. All of these opportunities and experiences enable our students to prepare for adult life through experience.

Alongside ASDAN TI modules all students follow ASDAN 'Personal Progress' which is an accredited qualification, allowing **all** of our young people to access qualifications through a nationally recognized learning route.

Learning Routes/Pathways

Through the use of Personal progress we recognize and respect the rights of all students to access a learning route/Pathway that is appropriate for all of our students who are all currently within the 'new entry level' that is P level 1-8, a few of our students may approach and work within Entry one and will be catered for at this level again through Foundation Learning

Alongside this range of opportunities we also provide other opportunities through focused weeks such as 'careers week', 'healthy living week' and 'friendship week', all contribute to an extended range of opportunities for all pupils.

Teaching and Learning

Teaching of CEG is both cross curricular and specific within our 14- 19 curriculum. Teaching may be as a group or, if appropriate, individually. Activities will be practical and for some students will have a multi-sensory focus. Teaching will take place both within school and in community situations. Students will learn through their own experiences and will be encouraged to be effective participators. They will be expected to think creatively and work as a team, they may be asked to manage their own activities or time and will be encourage to develop their independence skills. Skills that will be developed include:-

- Building friendships and relationships
- Skills for transition
- Making choices
- Being assertive
- Developing independence
- Interacting with others
- Negotiating
- Work skills
- Leisure skills
- Team working
- Independence skills

Assessment

We will use the following methods to assess learning and progress:-

- B Squared
- Evidence for learning app
- Towards Independence evidence files
- Personal Progress evidence files
- IEP's
- Post 16 study programmes
- Annual Review Reports
- End of year reports
- Observation and discussion with transition team
- Observation and discussion with CWD team

AIMS

- **Develop a positive self image.**
- **Be prepared for Transition and the future.**
- **To develop skills for choice making, directing others, communicating needs.**
- **Be able to interact with others.**
- **Have the skills required to form relationships.**
- **Show confidence in accessing new situations, people and environments.**
- **Be self motivated and demand interaction.**

KEY STAFF

Key staff involved in the provision of impartial careers advice are:-

Ruth Sylvester	Headteacher
Diane Walker	Deputy Headteacher
Mike Russell	Assistant Headteacher
Rachel Farrow	Assistant Headteacher
Peter Markham	Assistant Headteacher
Jenni Smith	Transitions Class Tutor
Ian Shepherd	Transitions Class Tutor
Patrick O'Neill	Transitions Teacher
Sam Lee	Transitions Team Leader
Emma Hawkins	KS3 Class Teacher
Jacqui Eastlake	KS3 Class Teacher
Tracy Snook	KS3 Class Teacher
Arlene Lockhart	Adult Transition Team (Social Worker)
Rebecca Cook	Adult team manager
Stephanie Last	Day Services Manager
Vacant	Governor responsible for CEAIG

At the Redway School we follow the principles of 'Impartial Careers Education' as set out in the **Statutory Guidance: Impartial Careers Education (DCSF 2009)**. The school also follows the quality standards for young peoples IAG. However, for our pupils the principles are extended to cater for pupils with Severe or Profound Learning difficulties and their very specific needs. We consider the principles of good quality for our pupils to be:-

- Empowerment
- Personalised
- Provides a comprehensive range of experiences and opportunities
- Raises aspirations

- Actively promotes equality of opportunity and challenges stereotypes
- Helps young people to progress

The CEIAG programme is developed by the Deputy Headteacher and is reviewed termly. We feel that it is essential for governors to be completely involved in the CEIAG programme and are involved in its review annually. The programme is also reviewed with the connexions personal adviser through the annual partnership agreement.

Work related opportunities

Within our curriculum we have specific opportunities for work related activities. At KS4 these are embedded within the Transition Challenge/Personal Progress curriculum and provide opportunities such as 'mini-enterprise' where students have the opportunity to run their own business within school, community work alongside the local parish council which also provides opportunities to have an influence on the local environment. Other options may be more specific and geared towards students approaching Entry 1 where work experience options are explored. These opportunities are geared towards student's skills and interests and would be ongoing weekly activities rather than blocks of work experience, support would **always** be provided by school staff who would attend the placement with the student.

Similar opportunities are available at P16 although extensions for community based learning are available. Students have work related opportunities through specific 'Towards Independence' modules such as 'The World of Work' and 'Work Experience'. Students follow a program of study which involves on going work experience placements. These modules are externally accredited through ASDAN and result in an 'award' for our students. This will continue to run alongside new learning pathway opportunities such as ASDAN Qualification in Personal Progress. P16 students also attend Milton Keynes College for half a day per week where they currently follow courses designed to develop independence skills.

Transition Arrangements

For students at the Redway arrangements for Transition will play a key role in setting their pathway through life. Transition planning begins at year 9 where possible options are discussed with parents and, where possible, students. At this point transition will be discussed at Annual Review meetings; information is also available through parent's evenings where a range of agencies are available to offer advice and information.

As students enter KS4 the adult services transition team become involved in the planning and help to identify suitable pathways. The transition team will visit also visit the students and parents at home to carry out an assessment.

As students enter Post 16 the transitions team become more involved and will work with students and school staff in adding detail to their transition pathway, students will begin to experience new environments to help make choices about their future life. In the last year of post 16 students will have ongoing access to adult placements in order to develop confidence in new situations and to allow for all care needs to be addressed prior to final transition.

Action Plan and Review

An action plan will be developed and reviewed annually for careers education and guidance

The action plan will reflect statutory guidance for CEIAG

Individual student review through Annual Reviews, IEP's and transition plans

Individual home based assessments by adult transition team

This policy should be read in conjunction with:-

PSHE POLICY

EQUAL OPPORTUNITIES POLICY

KS3 POLICY

KS4 POLICY

POST 16 POLICY

INCLUSION POLICY

Approved by:-

Head teacher

Chair of governors