

Rationale:

Each year we conduct an examination of the school Careers provision using The Gatsby Benchmark as a barometer of success. This helps to formulate the action plan and looking for gaps in our provision.

What is a 'good' career guidance?

A good career guidance is about showing young people the opportunities that are available to them and help them to make the right choices to set them on the path to a rewarding future career. It should ensure that all young people, whatever their needs, background or ambitions, know the options open to them and can make the informed choices needed to fulfil their potential. The school has specific responsibilities to delivery both the National Careers Strategy and Statutory guidance.

What are the Gatsby Benchmarks?

The Gatsby benchmarks are a framework of eight benchmarks that define what world-class careers provision in education looks like. The aspirations should be high for special schools, as they should be for mainstream schools, but some of the Benchmarks need different interpretation in special schools.

It is part of the role of the careers lead to interpret the Benchmarks within the school or college to assess whether their young people will be able to access training, or further education and adapt their careers programme to their individual needs.

(Guidance taken from: Gatsby, Disability Rights UK, The Careers & Enterprise Company)

Barriers

- Pupil aspirations / exposure to different careers
- PHS- engaging with online learners
- Facilitating visitors
- Geographical considerations



Benchmark	Summary	What a good What good looks like- Describes when a benchmark is being delivered/facilitated effectively	What this means in practice What good looks like for young people with SEND	Why this matters- describes some of the challenges faced by young people with SEND with ideas about how to mitigate them	PHS offer	R/A/G	Points to improve
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.	<p>Every school, special school and college should have an embedded programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.</p> <p>Every school, special school and college should have a stable, structured careers programme that has the explicit backing of the senior management team and an appropriately trained person responsible for it.</p> <p>The careers programme should be published on the school's website so students, parents, teachers and employers can access and understand it.</p> <p>The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.</p>	<p>A whole-school careers programme typically involves an overarching strategy with details of how activities can help students make better decisions about their futures. An effective programme includes:</p> <p>Opportunities across the curriculum to develop transferable life and social skills that support careers, employability and enterprise;</p> <p>The development of students' self-advocacy, negotiation, decision-making and transition skills;</p> <p>Purposeful interactions with a range of trusted and familiar adults including school staff and visitors;</p> <p>Partnership with parents and carers;m Recognition of the learner voice and the active involvement of young people in decisions that affect their future, both individually and collectively; Information, advice and guidance.</p>	<p>Nearly 15% of the population have SEND/additional needs. Over 250,000 pupils have a statement of special educational needs or EHCP and around 1 million pupils are on SEND support.</p> <p>Careers for all is a social justice issue. A stable careers programme for all young people, including those with SEND, will help to close the gap.</p> <p>A longitudinal study of US students with SEND who participated in a careers programme found they had significantly higher earnings five years on, and were significantly more likely to be employed or on a training programme than those who had not participated.</p> <p>The government aims to get 30% more disabled people into work by 2020.</p> <p>The charity Scope identified in April 2015 that if one million more disabled people were working by 2030, the UK economy would benefit by £45 million.</p> <p>70% of the public think more highly of companies that employ a diverse workforce.</p> <p>Young people with SEND need a supportive, long term systematic approach to their careers education and a stable careers programme delivered over a long period of time for the greatest chance of a positive career outcome.</p>	<p>The school has an embedded cohesive programme of careers education and guidance that runs from KS3 -4. Activities include careers learning across the curriculum, employer engagement activities, internal and external careers advisers and leaders. As well as work-related learning, work experience, enterprise, independent living skills</p> <p>The careers curriculum and programmes are published on the school's website, students, parents, teachers and employers can access and understand the plan for them at the school.</p> <p>There is a named Careers Lead responsible for the management of the school's careers curriculum and provision</p> <p>The development of the careers curriculum and programmes is included in the school improvement plan.</p>		<p>Evaluate the impact of the curriculum and how better to adapt to PHS- ongoing.</p> <p>Development of the school curriculum link to the local economy</p>

<p>2.Learning from career and labour market information</p>	<p>Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities.</p>	<p>Every student and their parents/carers should have access to good quality information about future study options, labour market opportunities and the Local Offer. They will need the support of an informed adviser to make best use of available information.</p> <p>By the age of 14, all students should have accessed directly/indirectly and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>Parents/carers should be encouraged to access and use information about labour markets, future study options and the local offer to inform their support to their children.</p>	<p>Young people have access to high quality and relevant LMI which is available in accessible formats tailored to students' needs. Suitable formats include Braille, symbol language, British Sign Language (BSL), Makaton, videos and audio formats. Not all career and LMI has to be provided as a series of statistics.</p> <p>It is important to help young people start thinking early on about transition and future careers. Young people with SEND may develop socially, emotionally, cognitively or physically at different rates and careful consideration needs to be given to help them process information. The SEND Code of Practice stresses the importance of high aspirations for successful transitioning with long-term goal planning starting well before year 9. Goal planning should consider transition into post-16 education including further or higher education, apprenticeships, training, employment or self-employment.</p> <p>High aspirations about education and employment should also be developed through the curriculum and extra-curricular provision. The SEND Code of Practice says "Schools should seek partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups, to help children</p>	<p>Young people with SEND face unique challenges as they progress from school to further learning and the workplace. They are less likely to achieve, both in terms of their attainment and progression and more likely to be NEET (not in education, employment or training) than their peers.</p> <p>Being able to understand career pathways and future possibilities is vital for students with SEND. Providing access to relevant careers information can help students determine their work preferences and skills, build a culture of high expectation and connect them to a different future. Students, parents and teachers need to be up to speed on new and developing pathways including the growth of supported internships.</p>	<p>There are career assemblies & form activity plan that covers careers information topics appropriate for each year group.</p> <p>The school tracks destination data to inform the careers programme and career plan development.</p> <p>The school partakes in national initiatives to promote careers i.e National Apprenticeship day.</p> <p>Pupils attend local careers fair, albeit KS4.</p> <p>Parents are engaged in the post-16 application process, albeit this can be stronger.</p>		<p>Development of work with external agency (currently CXK services, The Education People, Unifrog and Kent Choices)</p> <p>Have personalised career meetings for psot 16 options cohort 24-25 leavers.</p>
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			<p>understand what is available to them as they get older, and what it is possible for them to achieve.”</p> <p>Young people with SEND and their families need specific information about which support mechanisms are available to help them enter the workplace including disability rights, assistive technology and available benefit packages.</p>			
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3.Addressing the needs of each pupils	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each student and subsequent agreed decisions. All students should have access to these records to support their career development. Schools should collect and maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave school.	<p>A student’s individual needs are addressed and extra support is provided at the right time to raise aspirations. Outstanding provision in SEND settings offers a person-centred approach and students with complex needs will have an education, health and care plan (EHCP) that takes into account all aspects of their lives.</p> <p>Transition support is tailored to what the student wants to achieve and what practical help is needed to do this.</p> <p>Parents and carers are fully involved in the transition planning process.</p> <p>There are many potential career pathways and options for a young person with SEND. These opportunities are identified by addressing the individual needs of the student, for example, by looking at their healthcare needs, cognitive ability, capacity to regulate emotions or social awareness.</p>	<p>The government’s Improving Lives green paper recognises that there is a long way to go to ensure that disabled people and those with long-term health conditions have equal access to labour market opportunities and are given the support they need to prevent them from falling out of work. This costs individuals and wider society.</p> <p>With the right level of support a much higher proportion of young people with SEND will be able to contribute to the workplace, benefitting employers, themselves and wider society.</p> <p>Mencap cites that almost a third of young people with learning difficulties spend less than an hour a day outside their homes. A personalised approach is critical, supported by a culture of high expectations supported by EHCPs and vocational profiles.</p> <p>Students with SEND are the most likely group to be absent or excluded from school according to recent Ofsted findings. They are also less likely to achieve in terms of their attainment and progression and most likely to be NEET.</p>	<p>Pupils in Key Stage 3 follow a sequential discreet careers programme of study in PSHE with clear career learning outcomes.</p> <p>Careers talks and assemblies are planned into the school calendar and take place over the year.</p> <p>Pupils in KS4. visit EKC with SEND schools and visit areas that are tailored to their interests.</p>	<p>Revaluation of audit of how careers is taught across different subjects</p> <p>STEM workshops related to careers.</p> <p>Individualised pathways programmes embedded earlier than KS4, vocational / academic</p>
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<p>4. Linking the curriculum learning to careers</p>	<p>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>	<p>All teachers link curriculum learning with careers.</p> <p>Science, technology, engineering and mathematics (STEM) subject teachers highlight the relevance of STEM subjects for a wide range of future career paths.</p> <p>By the age of 14, every pupil has had the opportunity to learn how the different STEM subjects help people to gain entry to a wide range of careers.</p> <p>All subject teachers emphasise the importance of succeeding in English and Maths.</p>	<p>Linking curriculum learning with careers refers to careers education as a discrete learning activity, careers embedded in subject and topic learning, and co-curricular provision such as clubs, celebration events and productions.</p> <p>Whole-school teaching and learning focuses on the relevance of subjects to everyday independent living, future learning and leisure, livelihood planning and employability skills. Careers provision is integral to the whole curriculum and not relegated to the margins.</p> <p>One size does not fit all. Young people with SEND need a personalised careers curriculum.</p> <p>Schools can benefit by using up-to-date, research-based evidence of what works in SEND teaching and learning such as the ASK Research and Coventry University DfE-funded resource when designing careers-related curriculum interventions.</p> <p>The medium is the message. Linking curriculum learning to careers is also about using teaching approaches that develop transferable career skills. This includes working as autonomously as possible, organising thinking, meeting deadlines, persisting and being reliable.</p>	<p>Enabling young people with SEND to develop their career thinking whilst they are at school is often the best preparation for their future lives and employment. Teachers are highly influential and students are 18 times more likely to be motivated to learn if their teacher knows their hopes and dreams.</p> <p>Career-relevant learning improves young people's motivation and engagement in learning.</p>	<p>There is a strategic and structured approach to the learning (ensuring the sequencing of these activities are age appropriate and progressive) and a shared sense of purpose with key partners including parents/carers, employers, teachers and other agencies.</p> <p>The school offers personalised support tailored to pupils' needs and abilities. The advice is impartial and always in the best interests of the pupil. It has an observable impact on their career and progression.</p>		<p>Develop planned employer visits within the curriculum areas (especially STEM areas) to promote enthusiasm and interest in these curriculum areas.</p> <p>Pupils to participate in at least one planned meaningful encounter with an employer every year between years 7-11.</p>
<p>5. Encounters with employers and employees</p>	<p>All pupils should have multiple opportunities to learn from employers about work,</p>	<p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including</p>	<p>Employers and schools work together in creative ways to ensure young people build a rich picture of the world of work and are well prepared to take up workplace opportunities.</p>	<p>Research by the Education and Employers Taskforce suggests that young people need at least four or more encounters with employers for the impact to be effective. Those who experience four or more employer encounters are five times less likely to</p>	<p>Pupils engaged with local business through careers fairs.</p> <p>Yearly individualised interviews with internally to identify interest via PSHE. Pupils are then directed towards careers throughout their time at PHS,</p>		<p>Better links with local employees using LMI.</p> <p>SIP- PHS careers fair.</p>

	<p>employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities including visiting speakers, mentoring and enterprising schemes.</p>	<p>visiting speakers, mentoring and enterprise schemes.</p> <p>Meaningful encounters cover a range of activities with employers, both in and outside the school, but does not include off-site experiences of workplaces.</p>	<p>Schools provide first-hand meaningful encounters with employers as part of careers and enterprise programmes for Years 7-13 and celebrate these links in their prospectuses and websites. They build sustainable relationships with local employers and plan mentoring, careers talks, mock interviews, enterprise competitions and workplace visits in partnerships. The encounters are well planned and help to increase students' enthusiasm and confidence. Employers are fully briefed to understand the particular needs of the students and there is strong partnership working.</p> <p>In the best examples, schools offer a progressive range of encounters taking into account the development needs of individual students.</p> <p>Where schools meet Benchmark 5 well, there are strong and lasting links with local employers, supported by an Enterprise Adviser who understands the needs and circumstances of the learners and builds the commitment and involvement of businesses. There is good alignment between the skills and capacities of the students and the strategic economic needs of the region.</p>	<p>fall out of education and work and can earn 18% more during their careers. It is important that young people with SEND have access to these advantages as part of the overall commitment to building high expectations.</p> <ul style="list-style-type: none"> • Structuring employer encounters within the school curriculum strengthens aspirations and attainment and provides support as students take action to achieve their full potential. It is fully in tune with the culture of high expectations and person-centred approach set out in the SEND Code of Practice. 	<p>adapting to their changing career interests.</p>		
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<p>6.Experiences of workplaces</p>	<p>Every pupil should have had first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p>	<p>Every student should have first-hand experiences of the workplace through work visits, work shadowing and/ or work experience so they can explore their career opportunities and expand their networks.</p> <p>By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.</p>	<p>Meaningful experiences of workplaces are interactions with the world of work in a real work location. Schools are real workplaces too, and can offer an appropriate balance of challenge and support for carefully identified students such as sheltered work experience placements.</p> <p>It is important to create a range of possible workplace experiences such as visits, work shadowing, work experience and career-related volunteering and citizenship.</p> <p>Effective workplace experiences can be incredibly rewarding for everyone involved. For young people with SEND, there may be a need to spend more time on planning and communication and agreeing expectations on both sides.</p> <p>The school will hold pre-work sessions with the employer before the student arrives. The school and employer will agree the level of support necessary for the student and employer. If necessary, schools can often provide training for the employer.</p> <p>After the encounter, there should be a full debriefing for the employer, school and student to help improve on future workplace experiences.</p> <p>For students with the most severe learning difficulties, internal work experience can provide similar effects to external experiences and help them develop work-related skills, confidence and self-esteem.</p>	<p>People with negative attitudes to SEND fail to appreciate that young people are differently abled and can be accommodated with sometimes quite simple changes to learning, work processes and environments.</p> <p>Transition confidence and preparation is a key benefit of young people’s participation in this type of activity. Coping with transitions can be a particular challenge for young people with specific learning difficulties such as dyslexia or dyspraxia, attention deficit hyperactivity disorder (ADHD), speech and language difficulties and ASD. With proper support young people can develop transition capability.</p> <p>Research evidence analysed for The Careers & Enterprise Company suggests that work experience, supported internships or employment, employee preparation programmes, self-determination training and family involvement are effective in enabling young people and young adults with SEND to make a successful move from school to further or higher education, training, employment or self-employment.</p> <p>Experiences of the workplace can demonstrate the capabilities of young people while providing them with first-hand knowledge of the working environment.</p> <p>Employer surveys constantly show that businesses are looking for more than just qualifications.</p> <p>Employers value a positive working attitude, an understanding of a business and its customers and real work experience. All of this can be developed whilst still at school – whether or not a young person has SEND.</p>	<p>Work experience programme developed for pupils (RF)</p> <p>The experience of workplace is matched to the individual pupils needs and capabilities with potential built in to progress over time i.e. workplace visit, work shadowing and Work experience.</p>		<p>All pupils receive preparation work and guidance prior to their experience of work framed to embed potential learning opportunities.</p> <p>Pupils are actively involved in evaluating Work encounters/experience through debrief and reflection. They are encouraged to monitor their own experience and learning outcomes.</p>
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				Work experience placements can lead to full-time job offers.			
7. Encounters with further and higher education	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.	<p>All students should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace and the Local Offer.</p> <p>By the age of 16, every pupil should have had a meaningful encounter with a provider of the full range of learning opportunities.</p> <p>By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.</p>	<p>Meaningful encounters can be with providers of apprenticeships, work-based training and further and higher education and providers of the Local Offer, facilitated both in school and through off- site visits. Young people can learn about post-compulsory schooling options in a range of ways including through direct interactions with lecturers, current students or apprentices and alumni.</p> <p>Careful early planning is essential to avoid young people dropping out or losing confidence.</p> <p>Young people with social, emotional or mental health (SEMH) or behavioural difficulties in special schools can find it helpful to be introduced early to the range of options they have after completing school. For example, moving on and transition fairs will invite all local colleges to allow students to find out about courses. Students should be encouraged to explore the full range of routes available including their local college, apprenticeships, traineeships, vocational opportunities or higher education.</p>	<p>Parents, carers and families are hugely influential in determining the transition path for young people with SEND but will need support to understand what is possible.</p> <p>In 2016 just 44% of deaf young people achieved two A levels or equivalent qualifications by the age of 19 compared with 65% of those with no identified special educational need.</p> <p>For looked-after children, some of whom have SEND, this transition can be really challenging. Only 6% go to university, compared to 40% of their peers. Schools should look at providing additional support, particularly if they are moving out of care as they move to higher and further education.</p>	<p>Pupils are taken to a range of HE institutions, catered towards their identified interests.</p> <p>Pupils partake in EKC 'SEND provision' open days with other local SEND schools.</p>		The School will develop further links to HE institutions, with a focus on MA.

			<p>Schools should understand that some students will continue to need transport to college. Families may prefer their child goes to college from school and this may need funding agreed upfront.</p> <p>For young people with physical disabilities and other disadvantages but who do not have learning difficulties, the Sutton Trust organises dedicated summer schools at 12 major universities across the country.</p>				
8. Personal guidance	<p>Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.</p> <p>They should be expected for all pupils but should be timed to meet their individual needs.</p>	<p>This group is frequently disadvantaged in society and is the most likely group of young people to be absent or excluded from school (Ofsted, 2010). Young people with SEND are less likely to achieve both in terms of their attainment and progression and more likely to be NEET (not in education, employment or training) than their peers.</p> <p>The SEND Code of Practice 2015 finds that providing a young person with the relevant life and employability skills so that they can live in semi- independence could reduce lifetime support costs to the public by approximately £1 million.</p> <p>Specific and individualised transition planning that includes identifying potential pathways is central to the SEND Code of Practice.</p> <p>Early and ongoing support from a trusted adult is critical to effective transition.</p>	<p>Students with SEND have access to continued guidance and support to help them explore opportunities and develop skills to make effective transitions.</p> <p>The personal guidance on offer fosters improved self-determination through developing self- awareness, practising decision-making skills and setting goals. Access to career development opportunities start early as possible and involve parents and families. There is consistent, ongoing support for the transition to adult life.</p> <p>The development of individualised and comprehensive plans which include student self- determination, advocacy and input in transition planning, and family or parent involvement.</p> <p>Interagency collaboration and interdisciplinary collaboration.</p> <p>Schools use the Career Development Institutes Framework</p>	<p>This group is frequently disadvantaged in society and is the most likely group of young people to be absent or excluded from school (Ofsted, 2010). Young people with SEND are less likely to achieve both in terms of their attainment and progression and more likely to be NEET (not in education, employment or training) than their peers.</p> <p>The SEND Code of Practice 2015 finds that providing a young person with the relevant life and employability skills so that they can live in semi-independence could reduce lifetime support costs to the public by approximately £1 million.</p> <p>Specific and individualised transition planning that includes identifying potential pathways is central to the SEND Code of Practice.</p> <p>Early and ongoing support from a trusted adult is critical to effective transition.</p>	<p>Pupils have access to careers guidance through external agencies (Unifrog The Education People). This is online.</p>		<p>See the feasibility of having a member of staff trained as a careers advisor, funded level 6 courses.</p>

	<p>Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p>		<p>for SEND and pupil referral unit settings to review the whole school plan for employability, careers and enterprise support.</p> <p>In special schools, young people with SEND and those with EHCPs have annual transition reviews from year 9. This is an opportunity to discuss their futures and put a system of support in place. This draws on support from a range of agencies.</p> <p>The EHCP will aim to support students achieving goals in relation to learning and future employment, home and independence, friends, relationships and community and health and wellbeing.</p>				
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