

# 709E

## Careers Information, Advice and Guidance (IAG) and Work Experience Policy – English Schools

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<b>Policy Owner</b>	Suzanne Pennington
<b>Policy Owner Signature</b>	

## Careers Information, Advice & Guidance (IAG) and Work Experience Policy - English Schools

### Policy Intent

SENAD will ensure every student, whatever their level or type of need, is supported to fulfil their potential. The DfE are of the view that the majority of young people with SEND, including those with high levels of need, are capable of sustainable paid employment, with the right preparation and support.

In SENAD schools, some young people may not be capable of paid work, however the principles of the **right preparation and support to be ready for the best possible outcome** at Year 11 (age 16) and post Year 13 (age 19 onwards) is nonetheless committed too.

SENAD schools will ensure that careers guidance for students with special educational needs and disabilities (SEND) is differentiated, where appropriate, and based on high aspirations and a personalised approach.

- All staff working with them should share that presumption, and should help them to develop the skills and experience, and achieve the qualifications they need to succeed in their careers.
- SENAD schools should also work with families of students with SEND to help them understand what career options are possible, with the right support, for their child.
- Careers guidance for students with SEND should be based on the student's own aspirations, abilities and needs.
- Careers guidance for students with SEND should take account of the full range of relevant education, training and employment opportunities, such as traineeships and apprenticeships, supported internships (for young people with Education Health and Care plans) or routes into higher education.
- It should be well informed about ways in which adults with SEN or disabilities can be supported in the workplace (e.g. supported employment including volunteering, ways in which jobs can be adapted to fit a person's abilities, job coaching, reasonable adjustments for disabled people in the workplace and Access to Work (DWP<sup>1</sup> support)).
- SENAD schools will work in partnership with other agencies to help broaden the students' horizons.
- Encounters with employers (including voluntary work employers) via work experience can be transformational for students with SEND, particularly hands on experience in the workplace, and schools should facilitate this.
- Schools should make use of the SEND local offer published by the local authority.

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<sup>1</sup> DWP – Department for Work & Pensions

The students in our schools have EHC<sup>2</sup> plans, therefore their annual review meeting, from year 9, must include a focus on adulthood, including employment and an initial discussion about transitions from school to adult options. SENAD will use these reviews to be informed by good careers guidance.

SENAD schools will co-operate with local authorities, who have the lead role to play through their responsibilities for SEND support services, EHC plans and also the promotion of participation in education and training. Statutory guidance on the SEND duties is provided in the “0-25 Special Educational Needs and Disability Code of Practice” (in England).

### **Looked After Children (LAC), Children in Need (CiN) and Local Authority Co-working**

Looked after children and previously looked after children, and care leavers may need particularly strong support to ensure high levels of ambition and successful transition to post-16 education or training. This also applies to residential children placed on a child in need basis.

For these LAC young people, careers advisers should also, in co-ordination with the school’s designated link teacher, work with the Local Authority, engage with the relevant Virtual School Head or personal adviser to ensure a joined-up approach to identifying and supporting their career ambitions.

### **Personal Guidance**

Every student should have opportunities for personal guidance interviews with a qualified careers adviser whenever significant study or career choices are being made. Careers advisers can help students to locate ambitious education and career options, by identifying opportunities and assessing students’ abilities, interests and achievements. This is typically part of the PEP<sup>3</sup> reviews system and may include access to accredited independent guidance workers. Typically there would be at least two advice reviews:

- One within Key Stage 4 to inform Post 16 options; and
- A further one within Post 16 to support post 19 options.

The school should integrate this guidance within the pastoral system so that personal careers interviews can be followed up by the form tutors or their equivalent. The personal guidance should be clearly connected with the wider careers programme.

### **Curriculum Links**

The school’s curriculum and schemes of work should also support the school’s approach to careers education and guidance. The curriculum offers excellent opportunities for developing the knowledge and skills that employers need and subject teachers can be powerful role models to attract students towards their subject and the careers that flow from it.

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<sup>2</sup> EHC – education health and care plans

<sup>3</sup> PEP – personal education plan or equivalent, including LAC reviews, leaving care reviews or child in need reviews

School leaders should ask all teachers to support the career development of young people in their pastoral role and through their subject teaching. A key process for this is the through the curriculum as part of the commitment to Personal, Social, Health and Economic (PSHE) education. Schools should work towards weaving careers education and guidance in to subjects across the curriculum, including work experience.

## Work Experience

Schools are expected to offer *'high quality work experience that properly reflects individuals'* studies and strengths, and supports the academic and vocational curriculum. The use of work experience and work-related learning connects students to the world of work and allows them to make purposeful real-world connections.

Opportunities for work experience can play a role in both a young person's educational development, and the use they can make of this experience when planning for the future.

Within the context of SENAD's students, the focus is on being ambitious for the students' post 19 destination to support successful transitions that are suitable when leaving a SENAD school.

- For students with higher ability, this work experience would be practical support towards the world of work (paid and unpaid) and/or further study.
- For students with significantly lower cognitive ability, this work experience would be focused on *'purposeful activity'* that ensures *'real-world connections'*.

## What we will do

The School will do the following:

1. Secure and (when necessary) pay for independent and impartial careers guidance advice. This may take many different forms, including information evenings, outside speakers in PSHE and general studies programmes, careers fairs, meetings with mentors, transition meetings for vulnerable and SEN students and advice given on work experience programmes as well as face-to-face interviews with an independent adviser.
2. In order to provide for the real needs and circumstances of our students, face-to-face interviews with independent advisers will be provided for those students to whom the School deems it to be the most suitable form of support. This will be in addition to interviews offered by the School's own careers staff, or specialists provided by the Local Authority where information will also be given in an impartial way.
3. The School will provide information and verbal briefings on students to help independent advisers and mentors to understand their potential outcomes and current performance and will expect this information to be given due consideration and to be used in confidence.
4. The School will quality assure careers guidance, including that offered independently, to ensure that students are receiving advice that is impartial and is relevant to their needs, and will raise any concerns that might emerge in good time with advisers.

5. The School will provide a range of careers activities, including work-related learning and work experience within Key Stage 4 and Post 16 (Key Stage 5) as appropriate. This will be done within the planning for the student in their PEP/LAC/CIN reviews
6. The School works with a range of other schools, further education and, where relevant, higher education providers, and work-based training and apprenticeship providers in order to ensure that students have access to a range of options at each stage of their education.
7. Students will have access from School to on-line advice, including the National Careers Service website and contact details. (where appropriate to the needs of the student)
8. The school will evaluate its success in supporting students to take up education and training which offers good long-term prospects through analysis of internal destination measures and DfE/WAG destination measures data.

Our approach will reflect the cognitive needs of the student and the expected destination post 19 (as set out in Annex 1 – page 5) using the Gatsby Foundation framework<sup>4</sup>.

### **How we will lead this inside the school**

Each SENAD school Head Teacher/Principal will ensure careers leadership is addressed. Given that all students have an EHC plan, this leadership typically comes from Head of Learning, Deputy Head Teacher, and Assistant Head Teacher level.

We do not necessarily employ SENCo or Careers Leaders given that the intense levels of education support and small school size makes such discrete roles unnecessary. A careers experience and/or external provision coordinator may be employed to organise the practicalities of work experience and college liaison.

### **Engagement Continuum**

Our students are clustered into three broad groups and the IAG, careers education and work experience is focused on supporting their likely destination leaving their SENAD school at Year 11 (end of Key Stage 4 phase in England) or leaving education (post 19, typically end of Year 13 onwards). These groupings are broadly defined relative to the '*age related expectations*' of securing a good portfolio of GCSEs in including maths and English at Year 11.

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<sup>4</sup> <http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

## ANNEX 1

Group	Typical attainment profile	Likely Post 19 destination
At GCSE level	Mid to high level of GCSE attainment	Work – paid Work - voluntary Post 19 learning FE University Supported living with some work Apprenticeships
Few GCSEs with some vocational modules	Low to mid level of GCSE attainment, with Post 16 learning modules that build upon prior attainment	Work – paid Work - voluntary Post 19 learning FE Supported living with some work Apprenticeships
Significantly BELOW Year 11 benchmark	Few GCSEs, possibly pre GCSE attainment, with some ASDAN type post 16 qualifications	Post 19 learning FE Work - voluntary Supported living with some work
Profoundly BELOW Year 11 benchmark	Performance (P) levels at Year 11 with some ASDAN type post 16 qualifications	Supported Living/with family High levels of support in a home Maybe some voluntary work with support

Based on this likely post 19 destination, the appropriate strategies from the Gatsby framework would be used for each student.

[The SEND Gatsby Benchmark Toolkit](#)

Each SENAD school will have its own protocols to meet the eight GATSBY benchmarks, which reflects their student’s abilities and likely student destinations.