

# 709W

## Careers and the World of Work (CWW) Policy – Welsh Schools

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<b>Related Policies and Guidance Documents</b>	
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<b>Policy Owner Signature</b>	

## Careers and the World of Work Policy - Welsh Schools

### Policy Intent

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

Under the United Nations Convention on the Rights of the Child and the Welsh Assembly Government's overarching strategy document Rights to Action, all children and young people must be provided with an education which develops their personality and talents to the full. The Education Act 2002 further strengthens schools' duty to safeguard and promote the welfare of all children and young people.

At Aran Hall school, 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.

School Leaders at Aran Hall school will ensure that careers guidance for students with Additional Learning Needs (ALN) is personalised 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.
- Aran Hall School will also work with families of students with ALN to help them understand what career options are possible, with the right support, for their child.
- Careers guidance for students with ALN should be based on the student's own aspirations, abilities and needs.
- Careers guidance for students with ALN 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 Independent Development Plans/ statements/Education Health care plans) or routes into higher education.
- It should be well informed about ways in which adults with ALN or disabilities can be supported in the workplace
- Aran Hall School 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 ALN, particularly hands on experience in the workplace, and schools should facilitate this.

As students at Aran Hall School have EHCP/IDP/statements, their annual reviews must, from year 9, include a focus on adulthood, including employment. Aran Hall School staff will use these reviews to be informed by good careers guidance.

Aran Hall School will co-operate with local authorities, who have an important role to play through their responsibilities for ALN support services, EHCP/IDP/Statements and also the promotion of participation in education and training. Statutory guidance [Careers WoW \(E\) \(gov.wales\)](#)

## **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>1</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**

Careers and the world of work (CWW) is concerned with the relationships between young people, their learning and the world of work. It should help learners to:

- explore the attitudes and values required for employability and lifelong learning
- plan and manage their pathway through the range of opportunities in learning and work
- make effective career choices
- become entrepreneurial

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<sup>1</sup> PEP – personal education plan or equivalent, including LAC reviews, leaving care reviews or child in need reviews

- flourish in a variety of work settings
- become motivated, set long term goals and overcome barriers
- see the relevance of their studies to their life and work
- develop Key Skills and other skills required by employers
- prepare for the challenges, choices and responsibilities of work and adult life.
- Well planned and delivered, a curriculum that incorporates CWW will provide learners with realistic and aspirational choices and plans for their adulthood. Skills acquisition will start at the early stages of the child's school career; it will be progressive and have strong links to other curriculum areas covering the three elements
  - attitudes and values
  - skills
  - range.

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 a well-planned curriculum and supporting schemes of work. Schools should work towards weaving careers education and guidance in to subjects across the curriculum, including work experience.

## Work Experience

Aran Hall School will offer appropriate and relevant work experience opportunities which are based on the student's studies and strengths, and supports the academic and vocational curriculum. The use of work experience connects students to the world of work and allows them to make purposeful real-world connections.

Opportunities for work experience and work-related learning 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 could 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 PSE and general studies programmes, careers fairs, meetings with mentors, transition meetings for vulnerable and ALN 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. 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.

The requirements of the CWW framework will not be achieved simply by classroom teaching. The person who coordinates CWW will need to ensure that a wide range of partners are involved in the delivery of this area of the curriculum. These will include subject teachers/tutors making their own area of the curriculum relevant and interesting by using the world of work as a context for learning. Equally it will involve Careers Wales, employers, entrepreneurs, advisers, parents, trainers and community groups offering relevant opportunities related to their own areas of expertise.

### **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 EHCP/IDP or statement, this leadership typically comes from Head of Learning, Deputy Head Teacher, and Assistant Head Teacher level.

We do not necessarily employ ALNCo 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**

Students at Aran Hall School will typically fall into one of the pathways described below

<b>Group</b>	<b>Typical attainment profile</b>	<b>Likely Post 19 destination</b>
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

Progress in CWW will be measured using the outcomes in the framework document [Careers WoW \(E\) \(gov.wales\)](https://www.gov.wales/careers-wow)