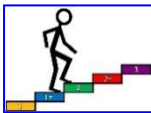


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Careers and Work Related Experiences (CWRE) Policy – Aran Hall School

Policy Section Number	7
Date Ratified	June 2024
Version Number	2
Next Review Date	July 2025
Related Policies and Guidance Documents	
Related Regulations	
Annexes and Supplementary Info	
Policy Owner	Llio Eiri/Eve Patten
Policy Owner Signature	



Careers Policy – Aran Hall School

CIAG – Careers Information, Advice and Guidance and WRE – Work Related Education

1. Relationship with the school aims

Aran Hall School aims to facilitate the learning needs of pupils on an individual basis: pupils' curriculum and daily routines (both in education and care) are bespoke. This means that we are able to provide specific CIAG and WRE according to each pupil's needs and future plans.

In line with our Literacy and Numeracy aims (and policies), we aspire to enable every pupil to achieve certification or recognised qualification so that they can pursue the next steps and future plans they choose.

Additionally, we recognise the importance of preparing our pupils for the world of work and, therefore, provide suitable opportunities to enable them to engage with employment.

2. Objectives of careers education

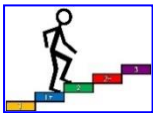
- To help pupils to understand and prepare for world of work
- To support positive transitions (from the school daily programme > college courses > transition from Aran Hall)
- To enable pupils to develop the research skills to find out about opportunities for further learning (through our links with Coleg Meirion-Dwyfor, local authorities and local employers)
- To help pupils to develop the skills, attitudes and qualities to make a successful transition into the world of work
- To encourage participation in continued learning, including college courses and apprenticeships
- To provide opportunities for pupils to learn skills of completing application forms, writing and updating CVs and contacting potential employers; for pupils to be able to practice life skills e.g. interview techniques, 'selling' yourself and creating a positive first impression.

3. Entitlement

All pupils are entitled to access careers information, advice and guidance. This is age and experience related: key stage three pupils (Phase One on our Curriculum Map) will receive CIAG and WRE according to discussions with local authorities and requirements discussed in EHCP/ IDP, LAC/ CLA and PEP meetings. As pupils move through the Achieve! programme and strive towards independence, often planning their next steps and transition from Aran Hall, opportunities for work experience will be planned.

During their time at Aran Hall, all pupils can expect:

- Support they need to apply to college (as relevant and appropriate)
- Access to up-to-date and unbiased information on future learning and training and careers information
- Support to develop key skills and explore employers' desired experience, qualifications and qualities
- The opportunity to relate what they learn in lessons to their life and future plans, and the opportunity to talk through their career and educational choices with staff including education staff and key workers



- Regular discussions with social workers, parents/carers etc. so that all investors are kept informed of progress, career planning and decision-making
- To be asked their views about future plans and career ideas and intentions
- Relevant opportunities to practise and refine the process of getting a job: searching > applying > selection process and interview > accepting.

4. Work Experience

We aspire for all pupils to take part in some form of work experience opportunity. In-line with our Achieve! programme and Curriculum Map, this will vary for pupils; we are able to provide and support work experience opportunities on-site (for example, in gardening and project work, in the school library, with the school's termly newsletter, setting up a business enterprise project, like the ice-cream café, and charity-based projects) and off-site (for example, with RSPB, in local cafes and garden centres). These opportunities can be one-offs or sustained placements and projects, according to pupils' needs and preferences.

5. Teaching and delivery

Sessions will be taught individually for PSHE and much CIAG and WRE will be taught through PSHE and using on-line tools such as Careers Pilot. Other opportunities for small-group teaching will be available to pupils e.g. via English lessons for pupils preparing for Entry Level English and the Communication Task, 'World of Work'; via a specific scheme of work, 'My Future', which is delivered to pupils in groups according to age.

6. Opportunities for pupils

By the end of Year 9 (age 14), all pupils will have had the opportunity to:

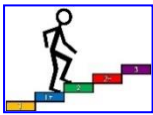
- Be introduced to career resources to help them understand their preferences and the options open to them (e.g. open discussions, use of Careers Pilot)
- Ask questions about and start thinking about career possibilities within the world of work
- Contribute to discussions and give personal views about career and future options in EHCP/ IDP, LAC/CLA and PEP meetings
- Discuss curriculum options for development e.g. what qualifications he might need for a particular career and how that might be achievable

By the end of key stage 4 (age 16), all pupils will have had the opportunity to:

- Participate in the 'My Future' scheme of work
- Develop career management skills, including writing a CV
- Complete an application for a job and be interviewed by someone from the world of work (a mock interview)
- Discuss different Post-16 pathways
- Apply to college and attend taster sessions at Coleg Meirion-Dwyfor (as relevant and appropriate)
- Use a range of sources of information (with support, as required) to explore Post-16 options
- Continue to develop the skills needed for a successful transition
- Participate in some form of work experience (see above).

7. Equal opportunities

Every pupil benefits from their tailor-made curriculum: to accommodate pupils' special educational needs, individuals' curriculums are shaped and planned appropriately. As stated in the department's aims and objectives, Aran Hall School seeks to equip all pupils with basic literacy and numeracy skills (and further qualifications, as appropriate) and to support each individual's progress and development.

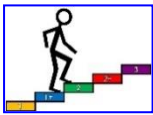


Appendix 1: The Gatsby Benchmarks

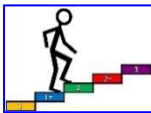
The Gatsby Benchmarks www.gatsby.org.uk/education/focus-areas/good-career-guidance

CWRE - Gatsby Benchmark
Careers and Work-Related Experiences

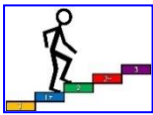
	What Good Looks Like	Top Tips for Schools and Colleges (edited to fit AHS)	Aran Hall School
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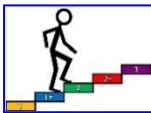
<p>1: A stable careers programme</p>	<p>Every school and college should have an embedded programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.</p> <ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and an appropriately trained person responsible for it. • The careers programme should be published on the school's website so students, parents, teachers and employers can access and understand it. • The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process. 	<ol style="list-style-type: none"> 1. Write a careers plan, publish it on your website and commit to making all stakeholders aware of it including parents, carers and agencies. Keep it up-to-date. 2. Look at the connectivity between the activities you currently offer and bring them together to create a cohesive careers plan. Activities could include careers learning, employer engagement activities and internal and external careers advisers and leaders. As well as work-related learning, work experience, enterprise, independent living skills, travel training, PSHCE, transition reviews, parent and family workshops and parent and teacher association activities. 3. Create a vision of what you want to achieve and identify where your careers provision could be developed further. This vision should be based on best potential careers outcomes for your students and how they will be achieved. 4. Communicate regularly about careers and employment opportunities with parents and carers, staff, pupils and employers through an e-newsletter, news on the website or Facebook page. 5. Appoint a careers lead or coordinator with sufficient status and expertise to manage and maintain a stable career programme 	<ul style="list-style-type: none"> ✓ Careers policy written. ➤ To be evaluated by staff team and pupils. ✓ Work-related learning experiences: JC and JPG = gardening on-site. BH and JM = gardening project work. HN = ice-cream café. ➤ JF? DB, KB, ACB, ➤ Independent Living Skills – following WJEC Independent Living units (Post-16/ preparing for transition). ➤ Write a careers section in the newsletter each term. ➤ Eve, Head of Learning, to lead on CWRE; all (education) staff to coach and teach.
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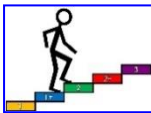
<p>2: Learning from career and labour market information</p>	<p>Every student and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p> <ul style="list-style-type: none"> • By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children. 	<ol style="list-style-type: none"> 1. Bring back alumni who are in employment or training, or offer other work-related opportunities to inspire students of their future potential. This is an effective way of sharing information about potential opportunities. 2. Work with SEND charities, foundations or organisations with a deep knowledge of the career landscape and who actively use LMI (labour market information) to successfully find workplaces, experience and internships for students with SEND. 3. Develop role-play activities relating to different work settings and organise visits or guided tours of workplaces. 4. Draw on Jobcentre Plus school advisers to come in to talk to students, families and staff about local opportunities. The Enterprise Adviser Network can facilitate an introduction. 5. Train older students to support younger students to make use of career resources and build communication skills. 6. Use your skills and professional knowledge base to provide opportunities for a local business to learn more about disability and diversity. Ask them to give talks to your students about the work they do. 7. Use the connections available through your staff. Leveraging friends and family networks can be a soft landing to engage with employers who can help raise aspirations and provide insight into the labour market and opportunities available. 	<ul style="list-style-type: none"> ➤ In the process of creating 'Stars of Aran Hall' re: past pupils. ➤ Eve to research local charities (including through pupils' local authorities). ✓ Role play planned as part of 'My Future' project. ➤ Eve to contact Job Centre re: talks and support opportunities. ➤ Consider pairing older and younger pupils (in Wednesday groups) for CWRE coaching/mentoring sessions. ➤ Discuss local contacts with all staff.
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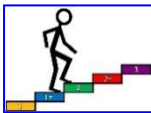
<p>3: Addressing the needs of each pupil</p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p> <ul style="list-style-type: none"> • 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 3 years after they leave school. 	<ol style="list-style-type: none"> 1. Use the Compass evaluation tool to assess how well existing provision meets the needs of all students. 2. Work with employers to develop the learning goals and skills needed in the workplace. 3. Introduce employers informally as early as possible, such as organising employer talks. 4. Highlight individual student's career goals and create opportunities to engage with relevant employers. 5. Consult with your students about what they see as the most important barriers and opportunities in making good post-school progression. 6. Create a careers week to explore a variety of jobs and opportunities, for example, get involved in National Careers Week or National Apprenticeship Week. 7. Think about how careers guidance and support can be shared between school staff, dedicated careers teachers, careers advisers, employers, job coaches and other agencies. This should be part of an ongoing conversation with proposed outcomes identified in each student's EHCP. 8. Create a balance between generic employability skills and developmental and individual needs, such as travel, training and social skills development. 9. Help students to become independent careers managers by maintaining their own records of career development. 10. Use information on student destinations to draw together a list of alumni. 	<ul style="list-style-type: none"> ➤ Researching: what employers want (pupils and staff). ➤ Careers fair – pupil attendance? ➤ Careers fair at college? ➤ All pupils, through 'My Future' project to have a list of possible employment ideas and values. Support pupils, via the curriculum map, with planning ahead. ➤ 'Stars of Aran Hall'.
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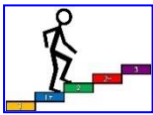
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">4: Linking curriculum learning to careers</p>	<p>All teachers link curriculum learning with careers.</p> <ul style="list-style-type: none"> • Science, technology, engineering and mathematics (STEM) subject teachers highlight the relevance of STEM subjects for a wide range of future career paths. • 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. • All subject teachers emphasise the importance of succeeding in English and maths. 	<ol style="list-style-type: none"> 1. Young people with SEND have individual challenges. Finding solutions is an exercise in problem solving: what does the young person need to learn next about careers? What are their individual barriers and how can they be overcome? 2. The Gatsby report acknowledges that this benchmark is aspirational. Identify the subjects that are hot spots for embedding career learning such as English and maths. Start with these and then build on their success to bring other subjects on board. 3. Schools often report initial inertia from teachers in linking curriculum learning to careers because of their existing priorities and workloads. However, once they get going, they quickly become creative, resourceful and energetic. 4. Take up the offer of Enterprise Advisers and Enterprise Coordinators who will be keen to work with you in linking curriculum learning to careers. 5. Encourage teachers who have moved into teaching from other jobs to make their previous experience and expertise available to students. Try to build a positive culture of applied learning. 6. Avoid overloading careers-based lessons for students with SEND with too many learning objectives and be aware of the danger of choosing contexts that overcomplicate subject learning. 7. Evaluate primary careers education resources carefully before using them with older students with learning difficulties as visual images and learning objectives may no longer be appropriate. Be prepared to adapt resources. 	<ul style="list-style-type: none"> ➤ Problem-solving activities (in newsletter and in Wednesday groups. ✓ All pupils focus on literacy and numeracy. Qualifications encouraged and achieved, where appropriate. ➤ Staff audit: what skills and experiences do people have? ✓ Using Career Pilot (with support for JM and DB with reading).
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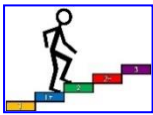
<p>5: Encounters with employers and</p>	<p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes.</p> <ul style="list-style-type: none"> • All young people in years 7-13 should have at least one encounter a year by 2020, in line with the Gatsby benchmarks. • Meaningful encounters cover a range of activities with employers, both in and outside the school, but does not include off-site experiences of workplaces. 	<ol style="list-style-type: none"> 1. Employers may have anxieties about working with young people with SEND. Offer training and support and help them understand more about your students through community activities. 2. Connect to the Enterprise Adviser Network to see what additional support is available. 3. Use your network of staff, friends and family who are connected with the school to find employers who are positive about supporting employer engagement activities. 4. Make sure you are clear about what you want from employers. Ensure you have thought about the documentation and risk assessment process if you want to organise work experience. 5. Agree with the employer well in advance of what the activity is, where it will take place, what your expectations are, what their expectations are and any additional support required. Prepare the students well in advance and organise pre-visits to meet staff if possible. 	<p>✓ Transition links with colleges and employers e.g. with ST. communication re: transition via EHCP/ IDP, reports, visits and meetings.</p>
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<p>6: Experiences of workplaces</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> <ul style="list-style-type: none"> • 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. • By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have. 	<ul style="list-style-type: none"> • Find out what the benefits to employers are and pitch your case to the employer in a business-like way. Be clear about what you are asking of them, such as work experience. • Young job seekers with conditions such as Asperger's Syndrome often have difficulty in communicating their value to employers. Prepare them, by getting them to apply for their work experience placements with a CV and go for an interview. • Fully brief employers about a student's learning difficulties or conditions such as obsessive compulsive disorder (OCD) and behaviour management issues – employers need to know for health and safety reasons, but they also like the challenge of succeeding with a student. • Support employers by providing training and maintain close links with them during placements. • Recognise the contribution of employers in simple ways such as presenting certificates at prize days, carrying news stories on the school's website and Facebook page. • Provide word mats and picture cards with vocabulary specific to experiences of work. • Take photographs of students taking part in activities to support debrief and reflection. • Use passports with pages for recording experiences and achievements to strengthen students' reflection, self-evaluation. 	<ul style="list-style-type: none"> ➤ All Key Stage 4 + pupils to start a CV (to be used as a working document and added to as qualifications and experiences are gained). ✓ Off-site work experience: pupils supported by members of staff to help with communications and explanations. ➤ Classroom displays around CWRE for pupils e.g. on their personal boards and in Post-16 classroom (including photos and evidence of involvement in CWRE, and pupil feedback).
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<p>7: Encounters with further and higher education</p>	<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.</p> <ul style="list-style-type: none"> • By the age of 16, every pupil should have had a meaningful encounter with a provider of the full range of learning opportunities. • By the age of 18, all students who are considering applying for university should have had at least 2 visits to universities to meet staff and students. 	<ol style="list-style-type: none"> 1. Support students to prepare questions for open days in advance and debrief properly afterwards. 2. Before any event, address any questions or concerns from parents and families. 3. It can be a challenge for some parents and families to get to the school. Schedule information and open evenings alongside other events to reduce travel obligations. 4. Working out the support that one of your students may need can be better done while they are still at school. Anticipate the additional challenges that some of your students may face going to further or higher education such as understanding different expectations, managing money, accessibility issues, needing an advocate or becoming a self-advocate, communicating with a wider range of peers and adults, becoming more familiar with a new setting and, perhaps, relying less on family. Partner with local providers to arrange bespoke visits and taster courses, but also encourage early applications for advertised open days, summer schools and other offers. 5. Colleges and universities are at different stages in developing their SEND inclusion provision and will welcome advice from you about what more they could do. Find out the level of provision that the learning provider has in place to support your students such as help with study skills, access to counselling, careers and employment service, buddy and peer mentoring and provision of specialist accommodation. 6. Partner with your local university and encourage placement students to provide talks to students as they consider their future options. 	<ul style="list-style-type: none"> ✓ Pupils supported by staff (education, key worker, care staff) before, during and after induction and interview e.g. at Coleg Meirion-Dwyfor or transition college, housing, work placements: questions, preparation, travel, emotional support, role play, note-making. ➤ Link with University of Wales, Aberystwyth, or Wrexham? Including visits to the campus.
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<p>8: Personal guidance</p>	<p>Every student should have opportunities for guidance interviews with a career 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 students but should be timed to meet their individual needs.</p> <ul style="list-style-type: none"> • Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18. 	<ol style="list-style-type: none"> 1. Organise a transition fair and invite families, carers, students, local providers, colleges, careers advisers, supported internship providers and employers. 2. See if your external careers adviser will come into school before the transition review and get to know the young person before the review takes place. 3. Enable the young person to prepare for the review and talk about their aspirations beforehand. 4. As part of their career development programme, enable them to meet supported employment providers and job coaches 	<p>✓ Pupils have access to careers advice via local authorities, who often attend and meet with key stage 4/5 pupils.</p>
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