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Pegasus School Careers Information, Advice and Guidance Policy

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Related Regulations	
Annexes and Supplementary Info	Gatsby Benchmarks
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Pegasus School Careers Information, Advice and Guidance Policy

Policy Intent

Young people access accurate, up-to-date, non-stereotyped, careers guidance that is:

- (i) presented in an impartial manner;
- (ii) enables them to make informed choices about a broad range of career options;
and
- (iii) helps to encourage them to fulfil their potential;

This policy aims to set out how this is delivered at Pegasus School, and is to be read alongside the Education Policy 701.

Implementation of Careers Education and Guidance (CEG).

Young people at Pegasus will follow different curriculum pathways of which links to what level they access and experience careers information. We aim to expand their horizons, making sure that pupils have a broad view of the careers options open to them. Through the study of their accredited ASDAN portfolio, modules can be selected and adapted to meet a wide range of interests and experiences.

Careers advice is impartial, and conducted typically through their EHCP review meetings with their home local education authority, transition teams and social care. Careers advice is planned this way as our young people's home county varies from all across the country so their local home authority are best placed to advise on what is available to them when they return back to county after Pegasus.

Qualifications

In order for the young people to make informed choices about careers we offer qualification pathways through ASDAN that introduce a range of career subjects. For learners on the informal/semiformal pathway their ASDAN Personal Progress Diploma modules are grouped to introduce four main subjects:

- Animal Care
- Food Preparation
- Gardening
- Hospitality

For learners on the formal pathway, we use ASDAN to introduce a range of subject starting with the four below but we have the option of choosing from 30 available subjects depending on their interests and what is available to them in their local area after Pegasus.

An example of how we group ASDAN modules into the subject areas is below. English and maths have stand-alone modules that are taught in addition to these modules. Details can be seen in the appendix.

Impact of our Careers Guidance

In order for our young people to make informed choices about their future, or for us to accurately advocate for their interests, we need to offer the experiences to them where they can be successful, make a positive contribution to their community and society, and teach the communication and vocabulary to discuss the subjects at their level.

Young people have a greater opportunity to achieve and fulfil their potential if they understand themselves, their abilities and the opportunities available to them.

Gatsby Benchmarks

Pegasus School implements the eight Gatsby Benchmarks to provide comprehensive careers guidance.

1. A Stable Careers Programme:

We have a designated person responsible for the implementation of careers and accreditation.

2. Learning from Career and Labour Market Information:

Young people are able to visit and learn about a wide range of careers opportunities through their daily curriculum, including leisure, hospitality and animal care.

3. Addressing the Needs of Each Pupil:

Individual needs are addressed with extra support to raise aspirations through formal educational meetings, including transition meetings and EHCP's. Parents, carers and social workers are involved in the transition planning process.

4. Linking Curriculum Learning to Careers:

Learning aims to be embedded, generalised and transferable. The Equals curriculum links easily to careers, and it continues to inform the delivery of ASDAN through all key stages.

5. Encounters with Employers and Employees:

Pegasus offers a progressive range of encounters, considering the development needs of individual young people. Young people have multiple opportunities to learn from work places about work and skills, where appropriate these include links with employers, for example weekly horse care at Scropton Horse Centre. Pegasus works together with places of employment to ensure young people build a rich picture of the world of work.

6. Experiences of Workplaces:

Every young person should have first-hand experiences of the workplace through visits, shadowing, and/or work experience. The level and range of opportunities on offer will be young person led and based on their ability, needs and interests. These opportunities are planned and built around the curriculum and onsite opportunities that can be developed offsite. Areas offered onsite include: food-based work, animal care, land-based studies/ horticulture, construction, and hospitality.

7. Encounters with Further and Higher Education:

All young people and their advocates, including parents and carers, should

understand the full range of learning opportunities available, including academic, vocational and social care routes. Meaningful encounters can be with a range of providers, including apprenticeships, SEND college opportunities and work-based training. These should be carefully planned with the young person at annual reviews and other relevant opportunities.

8. Personal Guidance:

Specific and individualised transition planning that includes identifying potential pathways is central to the SEND Code of Practice. Early and ongoing support with clear planning is critical to effective transition. Opportunities for personal guidance interviews with a qualified careers adviser can be offered, if appropriate, however, currently this is provided as part of the EHCP and transition planning with the team of professionals around the young person. When appropriate, careers advisors will help young people and their families to locate ambitious education and career options, by identifying opportunities and assessing young people's abilities, interests and achievements.

Appendix 1

Area of Study	Formal ASDAN Short Courses	Semi-Formal ASDAN Personal Progress	Informal ASDAN Personal Progress	Work Experience opportunities
Animal Care	<ul style="list-style-type: none"> • Animal Care 	<ul style="list-style-type: none"> • DWCA Developing skills for the workplace: looking after and caring for animal • DWHS Developing skills for the workplace: health and safety 	<ul style="list-style-type: none"> • EWNE Engaging with the world around you: the natural environment* 	<ul style="list-style-type: none"> • Pegasus Farm – sheep, goats, chickens, small animals
Food Preparation	<ul style="list-style-type: none"> • Foodwise 	<ul style="list-style-type: none"> • PFE Planning and preparing food for an event • PDS Preparing drinks and snacks • MEP Participating in a mini enterprise project • UMF Understanding what money is used for 	<ul style="list-style-type: none"> • ESED Engaging with self-help and independence skills: eating or drinking* 	<ul style="list-style-type: none"> • Plan, shop, cook • Pegasus Food Hub • Work within the main school kitchen
Gardening	<ul style="list-style-type: none"> • Gardening 	<ul style="list-style-type: none"> • DWCP Developing skills for the workplace: growing and caring for plants • MEP Participating in a mini enterprise project • CPCE Developing community participation skills: caring for the environment 	<ul style="list-style-type: none"> • EWNE Engaging with the world around you: the natural environment* 	<ul style="list-style-type: none"> • Raised beds • Planters in school • Work alongside school gardener
Hospitality	<ul style="list-style-type: none"> • Hospitality 	<ul style="list-style-type: none"> • CPOA Developing community participation skills: getting out and about • PFE Planning and preparing food for an event • ILOE Developing independent living skills: looking after your own environment • CPCE Developing community participation skills: caring for the environment • ISPR Using interpersonal skills to contribute to positive relationships 	<ul style="list-style-type: none"> • EWWE Engaging with the world of work: work experience* 	<ul style="list-style-type: none"> • Caring for home environments • Caring for class and school environment • Work alongside the school domestic team • Joining the school events team

* These units are part of the ASDAN Personal Progress qualification and are suitable for learners with Special Educational Needs including PMLD and SLD

Evidence of work experience is tagged on E4L to record and share experiences. This is collated into portfolios of work for their ASDAN qualifications. Please see the Education policy 701 for more information.



Gardening – planning trays of seeds.



Food Shack – a café initiative set up by a student.



Animal care – chickens, sheep, goats, rabbits. Hospitality skills

