

Careers Education and Guidance Policy including Access Statement

Review Due:	September 2026
Last Review	September 2023
Applicable to:	Fosse Way School
Reviewed by:	JJ
Approved by:	FS

Rationale

The components of Careers Education and Guidance (CEG) are defined as:

‘Careers Education provides a means of developing individuals’ knowledge, understanding and experience of opportunities in education, training and employment and the skills necessary to make informed decisions.’

Careers Guidance provides a means of helping individuals to apply relevant knowledge, understanding and skills in relation to their own individual circumstances when choices have to be made. Careers provision at Fosse Way is designed to be ambitious and aspirational for each individual student in relation to their individual needs and future outcomes. From the Early Years Foundation Stage onwards, we aim to provide all students with opportunities to develop employability skills; whether that be for volunteering, paid employment or to help them to extend their preferences and hobbies.

~~In practice~~ Careers Education and Careers Guidance are interwoven, with the school and the Careers Service working collaboratively; teaching and advising during the transition phases in Years 9, 10 and 11 and beyond – as well as incorporating vital careers-linked education from EYFS up to prepare our students for life. By the time a student reaches post-16, careers education is central to the Programmes of Study.

All students throughout the school should understand that they have ‘careers’ that continue through life and include all aspects of their evolving experience of the world of work and the necessary key skills.

Careers Provision Aims

- All young people to understand the full range of opportunities available to them, to learn from employers about work and the skills that are valued in the workplace, and to have first-hand experience of the workplace.
- All young people in secondary school and Post 16 to receive an excellent programme of advice and guidance that is delivered by individuals with the right skills and experience.

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- Everyone to receive support tailored to their individual needs. All young people should be able to access free face-to-face advice, with more bespoke support for those who most need it;
- All young people will learn through a range of work-related activities, developing key skills appropriate to the workplace, further education and life.
- Students should be able to make informed decisions now and for the future, drawing on their own preferences and hobbies, and by making effective use of information and guidance.
- Everyone to receive the information they need to understand job and career opportunities available, and how their knowledge and skills can help them in considering suitable careers.

Objectives

Students will:

- Understand future options and paths to life, work and independence.
- Be equipped to plan the steps necessary to achieve their goals in life, work and independence.
- Be inspired to pursue opportunities that were unknown to them previously and to have high aspirations for themselves for future life, work and independence.
- Understand their own knowledge and skills set and how these relate to their future life outcomes.

Students will learn about:

- Gaining, holding on to and progressing in life and employment across all pathways, regardless of age, ability or background.
- Improving their well-being through doing a job they are good at and enjoy.
- Improving their well-being through expanding and extending their preferences and hobbies.
- Living and accessing the community with a level of independence which is appropriate to their individual needs.

Policy Procedures

At Fosse Way School we aim to raise aspirations, challenge stereotypes and encourage students to consider a wider range of future pathways and careers. We do this by fulfilling the Gatsby Benchmarks and we use this as a framework for our careers policy

1. Deliver a stable careers programme

Careers includes both education, information and guidance. Careers education helps our young people to make informed choices about their next steps. Careers education forms an integral part of the curriculum at Fosse Way School. Our careers

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programme supports students to make better decisions about their future and includes:

- Opportunities across the curriculum for students ~~our young people~~ to develop transferable life skills that support careers, employability, enterprise and life opportunities.
- Opportunities for students to develop self-advocacy, negotiation, decision making and transition skills.
- Building excellent partnerships with parents/carers and outside agencies to ensure the best support for our students.
- Developing student voice through classroom activities and the school council.

To implement these activities, we deliver flexibly tailored curriculums across the school. Fosse Way School caters to a diverse range of needs. To meet all our students' needs, we have three pathways which each follow a slightly adapted version of our curriculum. Furthermore, in line with the SEND Code of Practice (2015) we ensure that annual reviews for Education Health Care Plans focus on long term outcomes and from year 9 follow the preparation for adulthood guidance, preparing our students for life.

Careers planner

Our careers planner outlines the opportunities available and the skills that will be taught across each pathway at each stage of the school.

Further Careers activities

Students across all phases of the school benefit from careers talks delivered by parents/carers and outside agencies.

Careers related learning is embedded in learning across all three pathways and across all phases of the school meaning that our students are learning the skills necessary for life as soon as they join Fosse Way School. The foundations of employment are embedded within learning.

Each year Fosse Way School runs enterprise weeks for primary, as well as for students in Key stage 3 and above. During this week students will take part in;

- Visits to places of employment
- Talks from local employers
- Hands-on team challenges
- Interactive project work

During enterprise week all students will take part in group-based enterprise work. Students will learn key employment skills including; working as a team, budgeting, making a profit, customer service and problem-solving skills.

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Students in Key stage 5 will take part in enterprise week and for some this will be an opportunity for them to support other students to learn the skills that they have been developing all year.

Fosse Way School is involved with a number of enterprise businesses, including a stall at the Bath Christmas Market, a pop up shop and creating and selling items in the school café. These enterprise businesses are run by students within our post-16 department and generate revenue which is spent on activities and resources of the students' choice.

2. Learning from career and labour market information

Every young person at Fosse Way School will under the terms of the SEND code of Practice (2015) take part in the yearly annual review process of their Education Health and Care Plan (EHCP). From year 9 all students will consider future pathways and EHC plan targets will be set in order to help students work towards their aspirations.

From year 9 all students are invited to events both within Fosse Way School and externally regarding transitions. These include visits to and from local and specialist further education colleges, open evenings from our own post-16 department, and visits to meet with organisations such as the Job Centre and Housing Associations. Where possible these visits include careers talks from Fosse Way alumni or students who have successfully entered the workplace. Students have the opportunity to learn about the courses available to them including supported internships, apprenticeships, training, employment and self-employment. Please see our Provider Access Statement for further information.

Annually and in collaboration with other local providers, Fosse Way School hosts a transition fair which provides an opportunity for students and parents/carers to find out about local opportunities for next steps from further education provision, local employment agencies, the Job Centre, specialist education provision, job coaching agencies, Project SEARCH, and housing associations. The event is also attended by members of the local council who host talks on next steps, EHCPs, benefits and transitions. This event provides students and parents with high quality access to the local labour market.

Fosse Way School uses vocational profiling to support young people to find an aspirational, yet suitable careers and life pathway.

Post-16 at Fosse Way School is a transitional time for students. The curriculum is entirely developed to support students to learn about future pathways, make decisions and work towards meeting their highly personalised targets in the areas of employment, independent living, community inclusion and health. Students also have the opportunity to develop skills by taking part in the Duke of Edinburgh award.

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3. Addressing the needs of each Student

Fosse Way School offers a person-centred approach to learning with careers education being tailored to individual needs across all three pathways. The EHCP process provides opportunities to ensure all students are working towards their own aspirational outcomes for the future. All students undergo vocational profiling when they are ready for work experience placements or supported internships. The aim of the vocational profile is to understand an individual's experience, skills, abilities, interests, aspirations and needs in relation to employment.

Fosse Way School remains in contact with a large portion of the alumni, and many come to Fosse Way to talk about their pathways to and in employment. From 2018 Fosse Way School has tracked the outcomes of its alumni for 3 years to ensure excellent long-term outcomes have been maintained.

4. Linking curriculum learning to careers

Fosse Way School ensures that learning throughout the curriculum, across all pathways, is linked to student development, becoming more independent, expanding preferences, and future careers. Students learn to harness concepts, methods and perspectives through their STEM subjects. For example, students learn about finances and time management through maths; they learn investigation and prediction skills through science and in English they learn oral presentation skills and how to present information visually.

The personalisation of the curriculum at Fosse Way School lends itself to ensuring all students gain transferable skills in specific subjects.

In key stage 4, Keller Pathway students have the opportunity to take part in optional subjects. Many of these are vocational and can be linked to specific future jobs. Subjects include hair and beauty, land-based skills, practical skills, DofE award, performing arts and hospitality. Hawking and Turing students undertake sessions which follow 'Moving On, 14+' from the EQUALS charity, achieving accreditation and nationally moderated certificates. These sessions focus on Creative Skills, Life Skills and Work Skills and Careers Awareness.

In post-16 the curriculum is fully designed to support students to work towards their next steps. Students complete accredited units in areas such as work experience, enterprise, travelling independently, writing CVs and interview skills. Students also learn to develop their personal and social skills through PSHE and all students, across all pathways, take part in differing levels of work experience dependant on needs.

5. Encounters with employers and employees

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Fosse Way School has a very developed work experience programme. For more information, please see our work ready policy.

Whole school – all students, across all pathways and in all phases of the school, have multiple opportunities to access to talks led by local employers about a range of differing jobs and careers. Please see our Provider Access Statement for more information.

Key Stage 4 – students have opportunities to complete work experience by the time they leave key stage 4. Work experience is tailored to the individual, based on their interests and needs, and may include internal and/or external placements. The school benefits from having a training café on site, which offers both regular, weekly, as well as one off work experience opportunities. Students also have regular opportunities to participate in virtual and in person workplace insight sessions, as well as visits to Project SEARCH.

Key stage 5 – all students in key stage 5 have at least one opportunity to take part in work experience, but most students will have many more opportunities than this. Students have the opportunity to take part in TEACCH based work tasks, school-based work experience, working in Longfellow's Café, working with the site team, and external placements.

All work experience is organised by the school Work Experience Co-ordinator who matches students to suitable placements. Students can have block or extended placements. Student placements are person centred and are managed according to need. Students may have supported or unsupported placements, and all students benefit from initial input from the Work Experience Co-ordinator.

Supported internships – some students in post-16 have extended periods of work experience where they attend work for 2 days or longer a week. These placements are for students who are nearly work ready and benefit from being in the workplace unsupported for extended periods of time.

Project SEARCH – Fosse Way School runs Project SEARCH supported internship programme in partnership with the Royal United Hospital and University of Bath. This supported internship programme is for students in their last year of education. Students undertake three 10-week placements and are supported to find a job by the end of the academic year.

6. Experiences of workplaces

Every student in Fosse Way School will leave having had multiple experiences of the workplace, please see section 5. Further to this, Fosse Way School runs an enterprise programme in post-16 which provides opportunities to develop products and services and sell these to the public.

Fosse Way also runs a number of small businesses which give students the opportunity to be involved with the fundamentals of running a business. Recently

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these have included; a gardening business, internal school recycling, running a website and social media and ID badge making. These businesses are public facing and involve all aspects of managing a business including product design, advertising, making/completing the service, delivery and invoicing.

Please see the 'Fosse Way School Work Ready Policy' for more information.

7. Encounters with further and higher education

All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace. Fosse Way School understands the importance of 'next steps' and transitions for our students.

All students from year-8 onwards will have access to a number of various transition events. These include but are not limited to:

- School visits from local college providers
- Transition Fair
- Post-16 open evening
- Visits to local FE providers
- Visits to Project SEARCH

From year 12 onwards students will also have access to:

- A yearly visit to their local FE provider
- Visits to other FE providers
- Visits to other local college provisions
- Visits to transition fairs/apprenticeship fairs
- Visits to Project SEARCH
- Visits to supported living providers
- Where appropriate students attending the ST2 unit at Writhlington School will visit University providers
- Some of our students may not move on to further education. We work in collaboration with parents/carers and social care to support these students to transition to their new setting

During the final year of education at Fosse Way School, all students take part in multiple visits as part of a transition programme to their funded college (if funding has been agreed within time constraints).

For education providers wishing to visit Fosse Way School, please see 'Appendix a' for our Access Statement.

8. Personal guidance

Fosse Way School hires an external careers advisor who offers impartial careers advice.

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The careers advisor's role covers:

- Speaking with students regarding careers ideas, qualifications, skills, experiences, circumstances and life aims.
- Helping students to explore possible options using the vocational profiling tool
- Supporting students to understand the labour market locally
- Referring students to any necessary outside agencies
- Supporting students to become aware of the possible next options available to them

The careers advisor meets formally with students in years 10-11 and 14-13. Careers advice workshops are provided to students in all other school years from year 8.

The annual review process from year 9 also supports students to look at the 'Vocational Profile' in which student's futures will be discussed and a plan of support put in place. Best outcomes are achieved when parents are involved in making decisions about transition planning.

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.

Management

Jade Jeffery is responsible for careers provision across the school.

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Appendix 1: Careers planner whole school

Preparing for Life Careers Planner Fosse Way School 2023-2024

Fosse Way School's careers programme is built in to everything we do, starting with the youngest students to give them the best start in life and the best possible careers and independent living outcomes. Our schools careers plan is designed around the preparing for adulthood framework.

	Employment and Education	Independent living skills	Community inclusion	Health
EYFS/ KS1	Adapting to new environments Playing with other children Real world play (builder / nurse / doctor) Following instructions - consider any specifics around sensory impairment Numeracy Real world visits (fire stations, farms etc.) 'What do you want to be when you grow up?' Meeting role models	Feeding and drinking Toileting Real world play (kitchens, DIY, cleaning) Getting dressed Making choices Washing / brushing teeth Paying in shops	Making friends Social interaction Visits / day trips Team playing After school clubs Weekend activities Developing friendships / friendship groups	Diet - making choices Physical exercise Articulating pain / health problems Communication Café PSHE

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<p>KS2</p>	<p>Talk about different careers and education options</p> <p>Access to career related role models</p> <p>Start to build a personal profile of interests and ambitions</p> <p>School sessions from visitors on their careers</p> <p>Identifying people who help us and their jobs.</p> <p>Real world visits (fire stations, farms etc.)</p> <p>Development of thinking and problem- solving skills</p>	<p>Feeding and drinking</p> <p>Toileting</p> <p>Real world play (kitchens, DIY, cleaning)</p> <p>Getting dressed</p> <p>Making choices</p> <p>Residential trips</p> <p>Cooking at school and home</p> <p>Understanding money</p> <p>Shopping</p> <p>Moving around the school independently</p> <p>Transport and road signs</p>	<p>After-school clubs</p> <p>Learning to be safe on and offline</p> <p>Knowing the local area</p> <p>Walking short distances alone</p> <p>Friendships</p> <p>Understanding bullying</p> <p>Managing change</p>	<p>Managing minor health needs e.g. asthma</p> <p>Starting puberty immunisation BCG</p> <p>Obesity check</p> <p>Articulating pain / health problems</p> <p>Starting puberty</p> <p>Physical exercise</p> <p>Communication Café</p> <p>PSHE</p>

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<p>KS3</p>	<p>Subject option choices - picking the right subjects for targets and future career goals – Options events, booklets, evenings, assemblies Exploring different careers</p> <p>Learning opportunities outside the classroom to build self-confidence, social skills, risk awareness, understanding of the world of work and other key (employability) skills.</p> <p>Development of thinking and problem- solving skills</p>	<p>Travel training (some)</p> <p>Making decisions about what to spend money on</p> <p>Making own food</p> <p>Navigating and exploring the world</p> <p>Supported trips to local shops</p> <p>Independent navigation of familiar world.</p> <p>Ability to express needs and share wants.</p> <p>Aware of their dislikes and interests.</p> <p>Know what makes them content and be able to access this themselves.</p> <p>Expansion of preferences</p>	<p>Managing social media and other technology</p> <p>Online gaming and staying safe</p> <p>Belonging to different groups</p> <p>Friendships and relationships</p> <p>Understanding the bigger picture and building resilience</p> <p>These things are covered in ICT lessons, assemblies, special events e.g.Google visiting Fosse Way and through SRE, tutor periods, residential visits, class day trips</p>	<p>PSHE/RSE</p> <p>Immunisation (some)</p> <p>Managing more complex health needs</p> <p>Mental health and wellbeing</p> <p>Drug and alcohol education</p> <p>Switching the screens off and getting a good night's</p> <p>PHSE (covering SRE, drugs awareness, and understanding of sleep) Science lessons, tutor sessions, counsellor, ASD support, nurse, class teacher / TA support.</p>
<p>KS4</p>	<p>Planning for employment: what qualifications do you need, what study programme should you be on, what work experience would be most</p>	<p>Travel training (some)</p> <p>Making decisions about what to spend money on</p>	<p>Managing social media and other technology</p> <p>Online gaming and staying safe</p>	<p>PSHE/RSE</p> <p>Immunisation (some)</p>

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	<p>helpful (careers / next steps support through careers interviews, support by Teacher / TA with college applications, transition visits, taster sessions)</p> <p>Internal and external work experience, starting with tasters and building up to increasing time in the workplace - with support where needed</p> <p>GCSEs / NVQs / Entry level qualifications</p> <p>Vocational options / BTEC Discussion with tutors and others about possible options and pathways.</p> <p>After school / Saturday jobs / part-time employment (some)</p> <p>Transition to new settings (work done to support changes to college and Post 16)</p> <p>Development of thinking and problem- solving skills</p>	<p>Making own food</p> <p>Independent living skills (some work around money and budgeting)</p> <p>Residential trips</p> <p>Navigating and exploring the world</p> <p>Supported trips to local shops</p> <p>Independent navigation of familiar world.</p> <p>Ability to express needs and share wants.</p> <p>Aware of their dislikes and interests.</p> <p>Know what makes them content and be able to access this themselves.</p> <p>Expansion of preferences</p>	<p>Belonging to different groups</p> <p>Friendships and relationships</p> <p>Understanding the bigger picture and building resilience</p> <p>These things are covered in ICT lessons, assemblies, special events e.g. Google visiting Fosse Way and through SRE, tutor periods, residential visits, class day trips</p>	<p>Managing more complex health needs</p> <p>Mental health and wellbeing</p> <p>Drug and alcohol education</p> <p>Switching the screens off and getting a good night's</p> <p>PHSE (covering SRE, drugs awareness, and understanding of sleep) Science lessons, tutor sessions, counsellor, ASD support, nurse, class teacher / TA support.</p>
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<p>Post 16</p>	<p>Qualifications linked to employment</p> <p>GCSE resits maths and English quals that are functional</p> <p>Internal and external work experience placements</p> <p>Supported internships</p> <p>Project Search</p> <p>Transition visits to Further Education providers/ specialist providers and community living environments</p> <p>CV writing</p> <p>Skills in applying for jobs</p> <p>Job coaching</p> <p>School Café based jobs</p> <p>Part-time jobs outside of school</p> <p>Enterprise businesses – inc. gardening, badge making and website design</p>	<p>Looking after your home in the training flat</p> <p>Travel training</p> <p>Decisions about money</p> <p>Money based curriculum in place</p> <p>Managing own time</p> <p>Personal safety</p> <p>Transition skills for adult care</p> <p>Learning to drive (theory)</p> <p>Residential trips</p> <p>Cooking for yourself</p> <p>Setting up a bank account/using bank card</p> <p>Navigating and exploring the world</p> <p>Supported trips to local shops</p> <p>Independent navigation of familiar world.</p>	<p>Staying safe online</p> <p>Managing social time</p> <p>Developing new friendships/ meeting students from other settings</p> <p>Social skills in the workplace</p> <p>Understanding the criminal justice system</p> <p>Accessing local events</p> <p>Raising money for a local charity</p> <p>Working within the local community</p> <p>Visiting speakers from other educational provisions</p>	<p>PSHE Curriculum</p> <p>Understanding friendships</p> <p>Off the Record counsellor one day a week</p> <p>Relationship and Sex Education</p> <p>Using local gyms/ exercise classes and swimming pools</p> <p>Understanding consent</p>
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	<p>Managing work based social media sites</p> <p>Impartial careers advice</p> <p>TEACCH tasks work related</p> <p>Development of thinking and problem- solving skills</p>	<p>Ability to express needs and share wants.</p> <p>Aware of their dislikes and interests.</p> <p>Know what makes them content and be able to access this themselves.</p> <p>Expansion of preferences</p>		
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