

Mapledown School



Working and Learning Together

Provider Access and Careers Education Policy

Name of School	Mapledown School
This policy was reviewed on And	10 th September 2020 September 2021 September 2022 November 2023 September 2024 September 2025
The policy is to be reviewed annually in	September 2026

INTRODUCTION

Mapledown School provides a broad and balanced curriculum at levels appropriate to the developmental understanding of our students. Our curriculum approach reflects our respect for each student as an individual, aiming to develop knowledge, understanding, independence, resilience and coping skills in a supportive environment.

Our curriculum aims, as outlined in our Curriculum Rationale Document, reflect our intent to provide a relevant and engaging careers curriculum based around achieving the Gatsby Benchmarks which meets the differing needs and requirements of our students. This is developed throughout a student's time at the school and is always supportive of their abilities, strengths, and skills.

In collaboration with parents/carers and students, aspirational and personalised long term and short-term outcomes are set, and ways in which we can support the young person achieve these are agreed (within the EHCP review process). This includes access to a qualified Independent Careers Adviser providing guidance meeting their individual needs and careers aspirations where appropriate, which is recorded as part of their Education Health and Care Plans and their monitoring outcomes report. Long and short-term outcomes are embedded within the personalised curriculum.

This policy summarises the statutory guidance and recommendations and sets out the school's arrangements for managing the access of providers to students at the school for the purposes of giving them information about the provider's education or training offer. This complies with the school's legal obligations under the DfE & DfH (2015) SEND Code of Practice, and the DfE Statutory Careers Guidance and Inspiration for Schools 2017 which secures additional access to face-to-face external specialist guidance.

As a Special school, Mapledown will aim to work in partnership with other education and training providers to tailor a personalised service to students at the school that is inclusive and takes account of their individual level of development, strengths, and interests, incorporating Gatsby Careers Guidance and benchmarks where appropriate, as stipulated by the Department for Education.

STATUTORY REQUIREMENTS AND RECOMMENDATIONS

Careers education provision at Mapledown School complies with the statutory guidance developed by the Department for Education and the Gatsby benchmarks, stating that all schools should have an embedded programme of careers education and guidance that is known and understood by parents, teachers, governors and employers, must provide independent careers guidance from Years 8 -14, and that this guidance should:

- be impartial
- include comprehensive information on a range of pathways, including apprenticeships and Supported Internships
- be adapted to the needs of the student
- support students in planning and managing their own futures by preparing them for independent life, through well rounded experiences appropriate to the individual
- promote equality, diversity, and social mobility

In addition, the school is compliant with the career's guidance set out by the government for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document, under Provider Access.

The school uses the support of a specialist SEN Careers Adviser to help us identify appropriate Work-Experience placements or to help students and their families plan post Mapledown placements, as well as an Enterprise Coordinator through the West London Careers Hub (WLCH). Our Business Volunteer is allocated through Related Argent LLP, local Brent Cross Town developer, and supports some of our students with employer engagement activities. Through these links, our students will be able to receive, as appropriate, tailored SEND workshops, internships, work shadowing experiences, work placements, world of work experiences, skills development and well-being workshops.

Our careers education is targeted to meet the needs of young people with special educational needs. It is delivered in a meaningful and appropriate way. We ensure that students are equipped with the knowledge, understanding, skills and attitudes to best prepare them for the next phase of their lives and beyond.

PROVISION

Preparing for life after Mapledown, and Careers Education are a fundamental aspect of our curriculum.

Careers education involves both education and guidance. Careers education helps our pupils develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into college or work. Through guidance, pupils are able to use their knowledge and skills to make decisions about learning and work that are right for them.

Careers Education is delivered through our **Work related programme (see below)** as well as through our PSHE programme for learners at the pre and semi-formal curriculum pathways, and in discreet sessions based on Preparation for Adulthood.

- **Pre-Formal and Semi-Formal Curriculum pathways:** Within PSHE sessions, pupils consider their own aspirations for the future. Pupils develop self-awareness, identifying their own strengths, skills and own areas for development. Pupils then make contributions to their EHC Plans during their reviews. Preparation for Adulthood, PfA, underpins all learning around careers in this phase. Focus is placed on developing a full understanding of their own personal strengths and interests. Focus on communicating their views and making considered choices. Pupils explore the world of work through PSHE lessons as well as through assemblies, work related learning within their class or the school, visits into the local community, and visitors into school.
- **Formal and Reaching Higher Curriculum pathways:** Preparation for Adulthood, PfA, continues to underpin all learning around careers in this phase. Focus is placed on developing a full understanding of their own personal strengths and interests. Focus on communicating their views and making

considered choices. Pupils take part in work related learning through in-house work experience or work related learning within and beyond the school.

- **KS5, Years 12, 13, 14:** The curriculum at Post 16 builds on the experiences pupils have had in KS4. Learning is still underpinned by PfA, and there is a strong focus on the development of skills for independence and communication.

Pupils take part in work related learning through in-house and off-site work experience, as well as with business enterprise projects (see WRL below) and community projects.

There is a comprehensive system in place to support pupils and their families to understand and make choices about the opportunities Post 19.

WORK RELATED LEARNING (WRL)

Work related learning is an integral part of the whole school curriculum. Students are supported to develop their knowledge, skills and understanding that are useful in work. This underpins our whole school curricula. Our curriculum offer includes looking at the World of Work by examining adults at work in various roles who support our students.

All our career information is shared with staff throughout the year within staff meetings, the SDP and SEF processes, with parents annually at Open Day events and coffee mornings.

Students access information about the career programme via their discreet sessions, but also via the EHCP annual review process when additional needs may be identified.

Work related learning provides pupils the opportunity to develop and consolidate their pre-requisite and fundamental WRL skills in a fun and engaging learning environment with their aspirations and choices at the heart. It supports our school's clear intentions to 'prepare students for adulthood'. The WRL curriculum incorporates the skills needed for adult life for all young people, widening experiences and learning from different people, alongside learning about the World of Work (WoW). The WRL curriculum will enable all pupils to experience the WoW and aims to provide most pupils with meaningful opportunities to enable them to engage in the world of work and provide impartial guidance and appropriate educational opportunities, which will support such aspirations. The WRL offer will build on each pupils previously acquired skills e.g. independence, communication, social, life and key skills in a tailored way through an accompanying curriculum based on the world of work. The curriculum offer aims to promote ambition, aspiration and achievement through everyday life and work experiences at school and empowers learners to manage appropriate roles and responsibilities within their class and their WRL group. The post-16 offer addresses WRL modules which enables the 'companies' to develop as pupils' skills do, as well as alongside pupils moving through the school and eventually into adult life. Pupils are able to embed their learning and continue to develop their skills, knowledge and understanding of the World of Work [WoW] and subsequent WRL skills needed for tasks/jobs in an informed way.

Last year (2024-25), as part of weekly Teacher's Meetings the vision for WRL was developed collaboratively and regularly revisited as it evolved. Staff worked together to collate the learning and life skills that would be embedded as a priority across WRL, e.g. developing fine motor skills, and also which skills were specific to different industries, e.g. what plants need to grow healthily. These ideas were collated as a starting point for our WRL curriculum. At a later meeting in July, teachers shared if they had a particular passion/area of interest and were interested in leading a Post-16 WRL Group, or would prefer to lead a KS3/4 group which covers a broader range of areas.

This led to 5 groups being organised for Post-16 pupils:

- Gardening [e.g. planting and growing, tending and watering the gardens and communal areas]
- Selling clothes on Vinted [e.g. collecting, laundering, repairing, photographing and promoting clothing, uploading and selling on Vinted]
- Cooking/ Catering [e.g. making lunches for staff to purchase, baking for visitors/coffee mornings]
- Entertainment [e.g. the 'Meet and Greet' team for Mapledown, put on parties and welcome guests. Bring the school together for social events]

-Maintenance [e.g. tending to Mapledown maintenance needs, assisting the caretaker with jobs, groundskeeping, cleaning]

This year (September 2025), pupils were taught about what WRL would involve, what they might be learning about and doing as part of the sessions. Each lead teacher for the Post-16 activities added a slide promoting their group. Pupils then voted for which group they would like to join, they had a first and second choice sticker. We were proud to allocate the majority of pupils with their first choice, only 3 pupils were allocated their second choice.

The WRL curriculum is designed to prepare all pupils well through learning about, for and through work and to understand what work is and the contribution they will need to make to it where appropriate.

ALL pupils will have the opportunity to **experience the world of work** and will learn the skills needed to work as they move through the school and through the WRL curriculum offer.

MANY pupils will learn the **skills to work** in a school-based workplace and actively plan, produce and promote functioning businesses as part of WRL and achieve recognised accreditations.

SOME pupils will have learnt sufficient skills to be **ready to work** in a 'real-world' workplace and will be ready to work.

Implementation:

Our WRL curriculum offer will always be informed by students' aspirations, their post-Mapledown pathway, their previous learning and their EHCP/KPLT outcomes, particularly the outcomes specified within Preparation for Adulthood. As we value the importance of PfA at Mapledown all pupils are set PfA outcomes upon their entry to Mapledown, not just from Year 9. Associated accreditation [AQA Awards] will be mapped throughout the curriculum to ensure that when such accreditation modules are studied they secure meaning and purpose whilst also celebrating achievement. WRL curriculum planning will ensure breadth, balance and relevance of skills and learning, so the content studied will meet the cohorts of needs. Pupils will access the WoW through considered, and sometimes immersive, learning environments. They will be encouraged to apply and extend their skills [Independence, Life, Key and Social skills] alongside their EHCP outcomes [Communication and Interaction, Cognition and Learning, Preparation for Adulthood]. EHCP Outcomes are used in teaching and learning sessions to ensure that students are able to access the WRL curriculum in a meaningful way which provides planned opportunities to generalise and extend skills in new or less familiar environments and with less familiar people [groups will work with staff potentially from alternative classes as they are in mixed groups, as well as meeting professionals from businesses and in the community]. By integrating EHCP outcomes we can secure our assessment practice to identify when students have embedded their learning and confidently identify their next steps. The curriculum offer will contribute significantly to pupil's early knowledge and understanding, skills, attitudes and values they will need towards planning for their future [fundamental careers skills]. Through interest led and engaging activities which promote pupil curiosity, engagement, interests, enquiry skills and skills of application [applying what they have observed and learned] we will actively promote a sound framework for the beginning of careers education and all that it has to offer. Opportunities to experience the WoW will be both school-based and community based where appropriate.

All adults regardless of age/stage of pupils they are teaching for WRL are the lead providers in recognising opportunities to promote pupil's key skills of engagement, enquiry and reflection when experiencing school-based WoW tasks and 'real world' WoW tasks in the community. Our WRL curriculum involves experiential learning and simulation through which pupils gain experience in communication and negotiation skills e.g. role play, by bringing the WoW into the classroom. Pupils will be exposed to the experiences and expertise of visitors to classes and by taking pupils out into the community to experience first hand real-world work experiences.

Impact:

All pupils will be well prepared for the next step in their education, ensuring learning is built upon previous skill acquisition, knowledge and understanding of the WoW with a widening understanding of the contribution they may be able to make towards it. Pupils are able to enter adult life beginning to demonstrate that they have an increased understanding in, and confidence to, apply functional skills learnt to practical activities. Pupils will be able to demonstrate and show more autonomy in making informed choices about their future. They will achieve nationally recognised qualifications where appropriate and become more ambitious for their future.

Pupils will learn holistic skills so they learn and develop through a vocational approach to teaching and learning which enables each individual to be prepared for adulthood and succeed in their next steps of education and/or work.

CAREERS AND POST SCHOOL GUIDANCE

The majority of learners transition into local FE providers – Barnet & Southgate College, Oak Bridge or Oaklands College, who provide specialist SEN courses. Given that all of our learners have a life-long and complex/significant degree of learning disability, our approach to Careers Education and Guidance is personalised to suit the specific needs of each individual.

PROVIDER ACCESS STATEMENT

Student entitlement

All students in years 8-14 are entitled to the following in line with Gatsby Benchmarks, taking into account the Baker Clause.

1. A stable careers programme - Every school and college should have an embedded programme of Careers Education and Guidance that is known and understood by pupils, teachers, governors and employers.
2. Learning from career and labour market information - Every pupil, and their parents/carers, 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.
3. Addressing the needs of each pupil - Pupils have different transition and career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil
4. Linking curriculum learning to careers - All teachers should link curriculum learning with careers.
5. Encounters with employers and employees - Every pupil should have multiple opportunities to learn about work, employment and the skills that are valued in the workplace. This can be achieved through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces - Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.
7. Encounters with further and higher education- All pupils 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.
8. Personal guidance - Every pupil should have opportunities for guidance interviews with a careers adviser who should be external and trained to an appropriate level. This should be available whenever significant study or careers choices are being made. This should be expected for all pupils but timed to meet their individual needs.

At Mapledown School, entitlement for the above will be achieved through a modified and personalised careers education programme, which is integrated into our broader life skills curriculum and our WRL curriculum. The annual review of each student's Education, Health and Care Plan will provide regular opportunities for discussion of future education and training options. The school will hold an annual event for local and regional education and training providers to meet students and their families.

PREMISES AND FACILITIES

The school will make the main hall, classrooms, or meeting room available for discussions between providers, students and their families as appropriate to the activity. The school may also make available specialist equipment to support provider presentations on the basis that this will have been discussed and agreed in advance of the visit.

Providers are welcome to leave copies of their prospectus or other relevant course literature at the school that may be used as part of our careers programme.

MANAGEMENT OF PROVIDER ACCESS

The school will also make ad-hoc opportunities for providers to meet with small groups or individual students and their families as appropriate. The school policy on safeguarding sets out the school's approach in this regard.

APPLICATION FOR PROVIDER ACCESS

If you are a provider, and interested in providing opportunities for our pupils. please contact us on:
office@mapledown.barnet.sch.uk or suzi@mapledown.barnet.sch.uk (Suzi Ainsworth, Careers' Lead)

RECORDING, MONITORING AND EQUALITY

Each student's progress in the skills, knowledge and experience related to their post-school options, is assessed by class teachers and recorded within the relevant section of their personal files. This information enables staff to ensure (on an ongoing basis) that every individual is presented with a full range of options and opportunities as they progress through the school.

We measure and assess the impact of the careers programme via ongoing monitoring and staff feedback, photo and video evidence as well as written reports from employers where appropriate. Details of the work experience are also discussed and assessed throughout the year at EHCP reviews, parents consultations, end of year postcards. AQA accreditation is undertaken for all students.

The Compass Evaluation tool has been developed by the Careers & Enterprise Company to help schools establish the fundamental building blocks of a stable careers programme.

As a school, we use the Compass Evaluation Tool to:

- evaluate our careers activity,
- compare our school to the 8 Gatsby Benchmarks for good career guidance,
- identify strengths and areas for improvement,
- access relevant online resources to help develop our offer,
- share our results with our Enterprise Coordinator and Advisor, along with other colleagues and key stakeholders.

Date of next review: September 2026