

# Mapledown School



Working and Learning Together

## Provider Access and Careers Education Policy

<b>Name of School</b>	Mapledown School
<b>This policy was reviewed on And</b>	10 <sup>th</sup> September 2020 September 2021 September 2022 November 2023
<b>The policy is to be reviewed annually in</b>	September 2024

### 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 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.

## **PROVISION**

### **Preparing for life after Mapledown, and Careers Education and 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 the PSHE programme for Years 7-9 and in discreet sessions based on Preparation for Adulthood in Years 10 and 11, with the addition of Enterprise for Years 12-14.

- **KS3, Year 7, 8, 9:** 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.  
Pupils explore the world of work through PSHE lessons as well as through work related learning within their class, visits into the local community, and visitors into school.
- **KS4, Year 10 & 11:** 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 take part in work related learning through in-house work experience or work related learning within 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 enterprise projects 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.

We are developing our programme further and from 2023-2024, we will roll out a week dedicated to careers education. Visitors will join us to talk about different career opportunities, with a focus on role models with disabilities, to allow pupils to feel represented.

### **WORK RELATED LEARNING**

Work related learning is an integral part of the whole school curriculum and more specifically of the PSHE curriculum that is taught to all students as they move through the school. 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 can therefore take place via classroom-based learning, workplace visits, work placements, development of skills for independence and visits to the school by local employers and / or providers. Students have the opportunity to develop their enterprise skills by undertaking specific projects. For some students this will be a chance to develop an awareness of the workplace while for others it will be an opportunity to improve skills that may help them to enter the job market at some point in their lives. Our students have opportunities to participate in a wide range of work placements which may include visits to off site venues and guided tours of establishments. Some students however will have more formal work placements through local employers, where appropriate. Students can also access work opportunities both in school, via work experience in various settings (i.e kitchen, office, class, caretaking).

### **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.

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. 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](mailto:office@mapledown.barnet.sch.uk) or [head@mapledown.barnet.sch.uk](mailto:head@mapledown.barnet.sch.uk) (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 2024**