



**Brookfields**  
Specialist SEN School

**Brookfields School**  
**Careers Education, Information, Advice and**  
**Guidance Policy**

<b>Date</b>	<b>Description</b>
6 May 2026	Approved by the Local Governing Board

<b>Review schedule</b>	Annually
<b>Next review</b>	May 2027
<b>Policy holder</b>	Katie Gray

## **Brookfields School Equalities Statement**

**All pupils at the school are offered a broad, balanced, stimulating and relevant curriculum regardless of their background, culture or ability. Each pupil is valued for who they are and what they bring to the school. We appreciate and celebrate the richness of diversity within the school community as well as the wider community. Through the work we do across the school on developing Values, we actively promote the importance of tolerance, co-operation, courage, determination, friendship and respect. Through this approach, pupils develop independence, confidence and integrity which prepares them for their future lives.**

### **Introduction**

This policy sets out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents and carers, teachers and employers can access information about our careers programme.

Brookfields School provides a relevant and engaging careers curriculum, which meets the differing needs and requirements of our pupils. This is developed throughout a pupil's time at the school and is always supportive of their abilities, strengths and skills while being inclusive of a wide range of providers.

### **Aims and objectives**

At Brookfields School, we provide our pupils with an outstanding and relevant Careers Education programme. Our intention is:

- To prepare pupils to develop as individuals supporting them to make informed decisions about their next steps
- To offer high quality impartial careers education, information and guidance which is in the best interests of the pupils
- To provide career information including future options, Labour Market information and progression routes
- To provide multiple opportunities to experience the world of work
- To develop a healthy attitude to work, including developing resilience and adaptability to different routines
- To develop pupils' awareness of and ability to make informed choices around the variety of education and opportunities available to them after Brookfields School

## **Our Vision**

All pupils will leave Brookfields prepared to lead happy and purposeful lives, which may include employment, further education training, leisure, and social/community-based activities.

## **Rationale**

Our Careers Education and Guidance is based on the following 6 principles:

1. Real – it offers exposure to the world or work and employment
2. Relevant – it builds skills, knowledge, understanding and experiences
3. Structured – it allows progression towards realistic and achievable goals
4. Mentored – it includes mentoring and coaching from staff, employers, businesses and ex-pupils in employment
5. Partnerships – this involves partnerships with local businesses through the 'Brookfields Business Advisory Group', families, supported employment provider (Ways into Work), independent Careers Advice (Talentino!) and the Careers and Enterprise Company.
6. Formalised – where relevant, pupils' progress is monitored through timetabled lessons, structured activities & opportunities

Our Pathway to Employment teaches pupils the skills, knowledge and understanding they will need for the future. Our Pathway allows for personalised support and guidance to position each pupil for the best chance of paid employment.

pupilpupilpupil

## **Statutory requirements and expectations**

This policy is based on the statutory [Careers guidance and access for education and training providers](#) from the Department for Education (DfE).

The statutory career guidance duty (2011 Education Act, subsequently extended) requires schools to ensure that all pupils are provided with independent careers guidance from year 8 to year 11 which is presented in an impartial manner, provides information on the range of education or training options, including apprenticeships and other vocational pathways and is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given. Statutory guidance: Careers guidance and access for education and training providers (DfE, 2018) <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

All young people in England are required to continue in education or training between the ages of 16 and 18. They can do this in three ways: full time study in a school, college, or training provider; an apprenticeship, traineeship or supported internship (see appendix 3 for further detail); full time work or volunteering (20 hours or more) combined with part time accredited study.

The DfE's guidance to schools, states that all schools should aim to meet the Gatsby Foundation's Benchmarks of "Good Career Guidance". For further information:

Gatsby Good Career Guidance for special schools

[https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1051\\_the\\_send\\_gatsby\\_benchmark\\_toolkit.pdf](https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1051_the_send_gatsby_benchmark_toolkit.pdf)

## **Pupils can expect**

Every pupil is entitled to high quality careers education and guidance as part of their overall education. This should be relevant and meaningful to their needs. This may include:

- appropriate career coaching lessons
- work-related learning skills programme
- at least one employer encounters each year from year 7 - 14
- meaningful work experience/encounters from year 10 onwards
- enterprise education
- the opportunity to meet 1:1 with a careers advisor for those pupils following the Careers at Every Level programme
- creating a personalised CV
- access to careers guidance and Local Market information including local further education providers and supported internship providers
- preparation for transitions for next best steps
- engagement with Brookfields alumni community
- Engagement with other APT schools

## **Management and delivery**

We recognise the importance of putting in place effective arrangements for the management and delivery of the programme.

- Brookfields' Pathway to Employment team will offer a comprehensive careers programme including opportunities for personal and social development
- building employability skills through enterprise and multiple employment engagement opportunities
- increase aspirations through curriculum-based career exploration and effective annual planning processes
- engage parents, carers and families from early years to build confidence to support their children's career development
- manage transition effectively and continually seek to improve the quality of destinations from school

We will do this by:

- Providing challenging lessons for pupil with a range of different learning styles and needs
- Providing opportunities for pupils to become increasingly confident and realistic about their chance of working when they are older
- Encouraging our pupils and their families to believe that employment is a realistic prospect
- Working in partnership with Talentino!, local businesses and Ways into Work create a clear progressive Careers Education programme
- Creating and use recording systems and vocational profiles to measure the skills, knowledge and understanding gained by our pupils.
- Ensuring these systems are shared appropriately with pupils and their families
- Developing the class-based knowledge through real, hands-on practical opportunities to include the possibility of Work Experience placements, off-site Work Related Learning (WRL), Enterprise Education and Route to Recruit supported internship.
- Visiting and assessing the suitability of work experience providers
- Maintaining a programme of Enterprise products, developing new products and locating retail outlets and sales opportunities
- Accessing appropriate WRL venues and providers and monitoring the suitability of the programmes available.
- Contributing to the record of objectives attained on the Work Related Skills for Independent Living (WRSIL) planner and appropriate evidence documented through our online assessment platform (Earwig).
- Considering feedback from pupils, staff and interested parties to evaluate appropriateness of venues and programmes.
- Attending INSET and considering related initiatives, including Health and Safety aspects of offsite educational experiences.
- Sustaining Brookfields Market Garden as internal work-based enterprises, where staffing allows
- Being ambitious in looking for additional enterprise schemes that match the interests and learning profiles of all pupils

The Pathway to Employment consists of the following elements

- Timetabled lessons for all secondary learners.
- Business Enterprise
- Work Related Learning (WRL)
- Work experience
- Supported Internship (Route to Recruit and Shaw Trust)

## **How Careers will be taught**

### **Work Related Learning for Independent Living**

Pupils in the Enrichment Strand and some from Engagement Strand will complete 'Work Related Skills for Independent Living' (see Appendix 2)

This resource is made up of over 100 individual task cards which detail the process required to achieve different skills and help pupils to understand which skills are related to different careers.

### **Careers at Every Level (Way 2 Work)**

Pupils in the Enquiry Strand and some from Engagement Strand will complete Careers at Every Level modules. This is known as Way 2 Work (W2W) at Brookfields (see Appendix 1).

W2W is organised into five modules, which contain topic-based units. The modules are deliberately ordered to support a process: going from very little or no knowledge about careers, progressing through to practising skills to achieve employment. In years 7, 8 and 9 pupils will follow W2W modules 1 and 2. In years 10 and 11 pupils will follow modules 3, 4 and 5. In 6<sup>th</sup> form (years 12, 13 and 14) pupils will work towards generalising their skills in a range of practical settings.

### **Roles and responsibilities**

Brookfields School's Careers Education Programme has a range of key staff involved in the strategic development, promotion, and operational delivery of the programme.

**Governing Board** - responsible for making sure the SLT and careers leaders are given support and appropriately challenged.

**Senior Leadership** – proactively involved and responsible for making sure statutory requirements are in place and followed.

**Career Leader** - responsible for the development and implementation of the Careers Programme in line with the SEND Gatsby benchmarks

**Pathway to Employment team** - responsible for arranging and delivering work experience, employer encounters, education providers and external providers visits and workshops and maintaining employer network

**All Staff** - responsible for contributing and delivering career learning and development of the pupils in all areas of the curriculum

**Parents/Carers** – responsible for supporting their child with preparations for their best next steps

### **Resources**

The resources we have developed in conjunction with 'Talentino!' are used to support the Way2Work modules and the work-related skills for independent living task cards.

Resources are stored in a central location, by the Pathway to Employment room, accessible to all staff that use them. New resources are purchased as required to meet the needs of the pupils.

The programmes in Business Enterprise, WRL and work based learning offers distinct timetabled opportunities commencing in the Secondary part of the school. Business Enterprise activities will have allocated lesson time. WRL will typically take place at off-site venues.

Work Based Learning is tailored to the aspirations of the pupil to allow them to develop their work-based skills from one placement to another. Each pupil will co-produce 3 targets to work on for each placement.

### **Working with families**

Families are invited to be involved in a variety of ways. From their year 9 Annual Review onwards, pupils will identify in their Action Plan what their future aspirations are in terms of life after school and entering the world of work. These plans inform the work based learning placements that pupil might access. Families are invited to be involved in their child's work based learning placement via pre and post placement assessments. From year 10 onwards, families will receive a copy of the 'Moving On from Brookfields' booklet within their Annual Review paperwork. This gives an overview of options that they might like to consider when leaving Brookfields along with signposts to support to access these.

The Pathway to employment team run regular workshops for families supporting and empowering them to understand how they might support their child's aspirations to work.

The annual 'What Next?' evening involves a range of local providers and colleges. The event is held to enable families and pupils to find out about post 16 opportunities.

We encourage to attend similar evenings hosted by other BASS and APT schools if they are unable to attend the Brookfields events.

Starting in Year 10 families and pupils have opportunities to talk to the Pathway to Employment team about future aspirations and options, on an individual basis. Information is shared with families about realistic options for pupils. Families are encouraged to visit different Further Education Colleges and work-related placements as early as Year 10.

An external Careers Advisor is available for 1:1 career action plan meeting with pupils in year 11 and year 14 who follow the 'Careers at Every Level' programme.

Brookfields run school events link directly to the school careers' programme: these events offer providers an opportunity to come into school to speak to pupils and/or their parents/carers e.g. parent evenings, 'What's Next?' events, community visits, Alumni meet and greets, college visits.

### **Careers monitoring, review and evaluation**

The Pathway to Employment team meets regularly to monitor, review and evaluate the teaching of Careers, work-related learning , Enterprise Education and work-based learning.

The governor who monitors the schools CEIAG is invited to meet with the Assistant Head, who is appointed Careers Strategic Lead, on a regular basis as well as the Deputy Head responsible for Secondary.

This policy will be updated in accordance with the school procedures.

The school, in collaboration with our appointed Careers & Enterprise Advisor, will carry out an audit of our careers programme a minimum of twice a year against the 8 Gatsby benchmarks. From this, appropriate actions will be recorded and followed up. This process will be monitored by the Careers' Strategic Leader.

### **Contribution made by Careers, Work Related Learning, Business Enterprise Education and Work Experience to Personal Development.**

At Brookfields School, we want each pupil to achieve as much independence as possible by providing them with a curriculum that enables them to participate and contribute to school and wider community-based activities. In doing so we “are preparing all pupils for the opportunities, responsibilities and experiences of life.” To achieve this aim Enterprise, Work Related Learning and Work Experience can be used to promote SMSC in the following ways:

- Equip pupils with the knowledge, skills, attitudes and values necessary for their futures as citizens and employees.
- Promote equality, diversity and equal opportunities.
- Develop knowledge which contributes to their economic and social wellbeing.
- Recognition of particular gifts and talents of pupils and groups.
- Learn the importance of teamwork, initiative and helping others.
- Appreciate that we all contribute to a community in different ways.
- Recognise that these values have a local, national and global perspective.

The above list is not exhaustive. However, it does provide a good range of examples showing what an important contribution that Business Enterprise, work related learning and Work Experience makes to the development of pupils' SMSC.

Signed: ..... Date:  
Policy Holder

Signed: ..... Date: .....  
Head Teacher/Governor

## Way 2 Work

W2W is organised into five modules, which contain topic-based units. The modules are deliberately ordered so as to support a process: going from very little or no knowledge about careers, progressing through to practising skills to achieve employment.



Each module has a medium-term plan in which details:

- The module's **long term objective**
  - o These objectives, one per module, all link directly to the goals of the element detailed above, and thus back to the programme's overall aims.
- The **medium-term objectives**
  - o These derive from the long-term objective and break it down into the different topics covered in the module
- The individual **session titles**
  - o These are organised into the relevant units of work and are labelled so as to make the topic more accessible for the pupils.
- The **unit titles**

As with the session titles, they are labelled to support the pupils' understanding

### Individual Sessions

Each session, planned to be around 45minutes and based on an important step on the path to employment, has an individual plan which articulates:

- o Where the session links in with the unit and module
- o Differentiated learning **objectives** and corresponding **outcomes**
- o A **detailed** account of the **activities** to achieve the objective for that session
- o A list of possible **resources**
- o An example of the **evidence** to result / collect from the session
- o **Coaching Guidance Notes** to support the coach deliver the **key focus** of the session

The Classroom-based Career Coaching element of the programme is designed to provide an **engaging range of opportunities** for the pupils to gain work-related **knowledge, skills and experience** in a structured and **sequential manner**. It supports pupils on a journey:

from learning the difference between a job and a career; through deciding on a goal; and onwards to the job application and interview process, with a lot more in between.

## Appendix 2

### **Work-Related Skills for Independent Living Task cards**

This resource is made up of over 100 individual task cards. The cards detail the process required to achieve different skills and help pupils to understand what skills are related to different careers. The cards are grouped into one of the following job families:



Each task cards details which job family they are part of, the specific skill that will be developed and the success criteria that will need to be completed, for example:

**Job Family: Food and catering**

**Skill: Laying the table**



If there are things on the table put them away

Neatly put clean table cloth over table

Put bowl / plate at each setting

Add knife to right of the plate and fork to the left of the plate

Add a cup/glass to each setting

## Appendix 3

### Supported Internship Programme

Brookfields School works in partnership with Ways into Work, Addington School and Reading College to deliver a supported internship programme known as Route to Recruit.

#### Vision

Preparing young adults to have sustainable and progressive careers in the local labour market and to become active citizens in an ever-changing world

Our vision sets out to meet the aspirations of young adults who have the same expectations of gaining meaningful employment as the rest of their peers. We want to address businesses needs through an asset-based approach, developing pupils to have competitive skills, knowledge and attributes that are relevant to the local labour market. We look to champion ambition and understand that a supported internship is just the start of a young adult's career in the workplace and that career development and progression is something for everyone to aspire to.

#### What is a supported internship?

A supported internship is one type of study programme specifically aimed at young people aged 16 to 24 who have a statement of special educational needs or an EHC plan, who want to move into employment and need extra support to do so.

All young people should be helped to develop the skills and experience, and achieve the qualifications they need to succeed in their careers. The overwhelming majority of young people with SEN are capable of sustainable paid employment with the right preparation and support. All professionals working with them should share that presumption. Colleges that

offer courses which are designed to provide pathways to employment should have a clear focus on preparing pupils with SEN for work. This includes identifying the skills that employers value, and helping young people to develop them.

Supported internships are structured study programmes based primarily at an employer. They are intended to enable young people with learning difficulties and/or disabilities to achieve sustainable, paid employment by equipping them with the skills they need for work through learning in the workplace. Internships normally last for a year and include unpaid work placements of at least six months. Wherever possible, they support the young person to move into paid employment at the end of the programme. Pupils complete a personalised study programme.

Further information:

<https://www.preparingforadulthood.org.uk/downloads/supported-internships>

<https://www.gov.uk/government/publications/supported-internships-for-young-people-with-learning-difficulties>

### **What we teach and how we teach it**

The supported internship will allow a significant amount of time to be dedicated to the acquisition of work-based skills through carefully selected work placements. Placements will be tailored to a pupil's strengths and interests as identified through a process of vocational profiling and will provide opportunity to strengthen identified areas for development. These placements will work towards the expectation of the young adult becoming able to complete tasks to the same standard as the business's own employees and where appropriate conforming to the same working practices and working hours as the placement business. Caring for a home environment is an important life skill regardless of whether this is in the family home, independent living or a shared or supported living environment. Our programme of home management will be delivered at our bespoke Life Skills Centre and will give the pupils a chance to practice and consolidate domestic tasks including cleaning, cooking and shopping in an authentic setting.

Appropriate social skills are an important part of sustaining employment but also for becoming active in the wider community. Sessions will be taught as stand-alone sessions as well as through cross-curricular activities such as social event planning. Pupils will be involved in planning activities such as going to the cinema with friends, or preparing a meal for others.

Pupils will have many opportunities through their work placements and through life skills activities to develop their communication skills. Using a coaching approach we will support pupil's ability to self-advocate.

We recognise that achieving the aspirations of employment and managing an active social life will not be possible without being able to get from A to B, which is why our Job Coaches will be able to provide advice and support on travel training as appropriate to meet the pupil's individual needs.

Financial literacy will be worked on in specific enterprise challenges and through stand-alone lessons, building on the pupils' numeracy skills and promoting the generalisation of these to every day functional uses such as budgeting, savings and pensions. These sessions will be taught commensurate to the individual pupil's learning level.

Increasingly businesses are moving towards e-learning platforms to provide their mandatory training. Over the course of the year, the pupils will have opportunities to practice completing

e-learning modules in areas such as manual handling, health and safety and fire awareness. A Tutor or Job Coach will be available to support pupils comprehension where required.

For pupils to stand out from a field of applicants and to enhance their employment prospects, a personalised skills portfolio will be encouraged to be developed. Personalised programmes may include certification in area such as First Aid or Food Hygiene.

Resilience to the pressures of work and life are developed through job coaching and through a programme of positive psychology delivered by external providers. These sessions are aimed at dealing with anxiety and other potential challenges to good mental health, through getting pupils to understand their strengths and reflect on their positive experiences rather than dwelling on negative thoughts.

### **What is supported employment?**

Ways into Work CIC are our Supported Employment partner. In its simplest terms Supported Employment involves matching the needs of a business to an individual's skills, interests and aspirations. It views both the job seeker and employer as an equal partner and support is provided to both parties.

By supporting businesses with their recruitment, retention and diversity needs, we enable people with a disability to gain and maintain employment.

We do this using the Supported Employment model which is the only evidence based model for getting people with a disability into competitively paid employment. Ways into Work are member of the British Association for Supported Employment and we pride ourselves on model fidelity to the standards and processes set out by BASE. The process includes:

- Getting to know the job seeker and their circle of support through a process of vocational profiling
- Understanding employers needs and identifying vacancies
- Getting to know the job, working environment and teams by completing a detailed job analysis
- Identifying the steps required to complete individual tasks by a process of task analysis
- Matching job opportunities to suitable applicants
- Supporting employers and employees in the workplace
- Promoting personal development and career progression

At the core of Supported Employment is the concept of 'Place, Train and Maintain.' This means we place people in work at the earliest opportunity, train them do the job in the way the employer wants it to be done, and provide on-going support to the employee and employer to maintain them in the job. Supported Employment also acknowledges that for many people the main barriers to work are the traditional recruitment processes. We work extensively with employers to look at reasonable adjustments and creative ways of recruiting to ensure the right people can access the right jobs.

Whilst all stakeholders are committed to raising the possibility and probability of paid employment as an outcome, a supported internship is an education programme and does not guarantee employment at the end of it.