



Brookfields School

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

**Incorporating training provider access arrangements
policy statement**

Date	Description
17th May 2023	Approved by the Full Governing Board

Review schedule	Annually
Next review	May 2024
Policy holder	Maurice George

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

The purpose of this policy document is to provide an explanation of the Careers Education, Advice and Guidance at Brookfields School. This policy includes, and is intrinsically linked with, Work Related Learning, Business Enterprise Education and Work Experience.

Our Vision

“To increase the probability and possibility of paid employment for our students”

Rationale

Our Careers Education and Guidance is known as “Pathway to Employment”.

It 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-students 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 – through timetabled lessons, structured activities & opportunities, students’ progress is monitored

Our Pathway to Employment teaches students the skills, knowledge and understanding they will need to enter the world of work. Our Pathway allows for individualised support and guidance to position each student for the best chance of paid employment.

Aims and objectives

At Brookfields School, we provide our students with an outstanding and relevant Careers Education programme that enables them to:

- Increase their understanding of what it means to work to think more about work as a real possibility
- Plan for work as a career goal
- Increase their chances of employability
- Develop independence skills such as travelling to work
- Rehearse being at work
- Gain relevant experience in a working environment
- Develop employers awareness of how a young person with learning difficulties and additional needs can contribute to their business

Students can expect to:

- Develop a Personal Career Development Plan
- Develop a CV which employers can easily understand and one which is not purely based on qualifications
- Engage in individually supported Work Based Placements (Work Experience), which suits the student and their interests
- Participate in a co-collaboration/enterprise project(s) in a way that suits them including working with mainstream students from other schools
- Join in activities which will differentiate them positively on their CV's and which will support their employment aspirations

We will do this by:

- Providing challenging lessons for student with a range of different learning styles and needs
- Providing opportunities for students to become increasingly confident and realistic about their chance of working when they are older
- Encouraging our students 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 students.
- Ensuring these systems are shared appropriately with students 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, 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.

- By contributing to the record of objectives attained on the Independent Living Skills profile and appropriate evidence documented through our online assessment platform (Earwig).
- Considering feedback from students, staff and interested parties in order to evaluate appropriateness of venues and programmes.
- By attending INSET and considering related initiatives, including Health and Safety aspects of off site educational experiences.
- Sustaining Brookfields Market Garden and Brookfeast as internal work based enterprises
- Be ambitious in looking for additional enterprise schemes that match the interests and learning profiles of all pupils

Our Pathway to Employment consists of the following elements

- Timetabled lessons – Careers at Every Level (Way2Work)
- Business Enterprise
- Work Related Learning
- Work Experience
- Supported Internship (Route to Recruit)

How the subject will be taught

‘Careers at Every Level’ - How it works

Careers at every level 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**
 - 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**

- These derive from the long-term objective and break it down into the different topics covered in the module
- The individual **session titles**
 - 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:

- Where the session links in with the unit and module
- Differentiated learning **objectives** and corresponding **outcomes**
- A **detailed** account of the **activities** to achieve the objective for that session
- A list of possible **resources**
- An example of the **evidence** to result / collect from the session
- **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.

Training provider access arrangements policy statement May 2023

Introduced as an amendment to the Technical and Further Education Act 2017, the Baker Clause stipulates that schools must allow colleges and training providers access to every student in years 7-14 to discuss non-academic routes that are available to them.

Introduction

This policy statement is intended to set out Brookfields School's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil Entitlement

All pupils* in years 7-14 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on

the full range of education and training options available at each transition point

- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events
- To understand how to make applications for the full range of academic and technical courses.

*It should be noted that many technical qualifications and apprentices require a minimum of two GCSEs. At Brookfields School, we provide access to Supported Internships as an alternative route into a job focussed training opportunity.

Management of Provider Access Requests Procedure

Any provider seeking to request access should contact: Becky Freeman (External provider business support) who will direct the provider to the suitable person:

They can be contacted on bfreeman@brookfields.w-berks.sch.uk 01189421382

Katie Gray – Careers Leader

Julie Grant – Employer Engagement Manager

Lucy Bellman – Work Experience co-ordinator

Opportunities for Access

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. This includes:

School events linked 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.

Delivery of the Careers programme across the Key Stages

Key Stage 3:

Students who have Moderate Learning Difficulties in Yr 7, Y8 and Y9 will follow an introductory programme for 2 terms in Yr 7, starting in the Spring term. The programme has been designed in collaboration with the Head of KS3 and the Employment Pathway Team. Pupils will explore the world of work through practical lessons, looking at job families and jobs within those job families: i.e. Café roles – pupils explore different jobs within a café and role play the jobs during lessons. Finally visiting a real place of work to support understanding of what a job is and what it looks like in reality.

Yr 8 and Yr 9 the programme continues to explore the world of work in practical ways, introducing some Enterprise modules supporting pupils to become aware of how a small business can start and progress. The purpose of Way 2 Work lessons in KS3 is to start to support pupils to think about their futures in a positive way.

Key Stage 4:

Students with Moderate Learning Difficulties will receive weekly timetabled “Way2Work” (Careers at Every Level) lessons delivered by under the guidance of the Pathway to Employment team. We use a coaching model using resources from ‘Talentino!’.

Students have opportunities to participate in Work Based Learning (Work Experience), Business Enterprise and Work Related Learning. Business Enterprise, Work Related Learning and Work Based Learning at Brookfields offers practical, hands on learning that informs and develops the students understanding of the world of work and enhances potential for independent living as a young adult. The triumvirate of experiences are mutually interlinked in giving each student a rounded appreciation of what work and the economic cycle is.

Students build on the classroom skills and understanding found in Way2Work and PSHE lessons. These are intrinsically linked in supporting the successful transition to Work Related Learning and Work Based Learning, as is the application and development of functional skills learnt in Maths, English and Science.

Students with severe learning difficulties will have follow the Way2Work life skills programme called ‘Life After School’. It will be delivered across the curriculum. Students also have the opportunity to participate in Enterprise, Work Related Learning and, as appropriate, Work Experience.

6th Form

Students with Moderate Learning Difficulties will receive timetabled Way2Work lessons, using the career coaching session and resources from ‘Talentino!’. They will also have opportunities for Work Based Learning, Business Enterprise and Work Related Learning.

For students in Y13, they can apply for a Y14 place on our Route to Recruit supported internship programme.

Students with Severe Learning Difficulties continue with the Life After School programme and access high quality work experience through the onsite catering enterprise ‘Brookfeast’. This is delivered using systematic instruction and replicates working at a recognised standard for food preparation and hygiene.

Throughout Key Stage 4 and 6th Form, students’ progress is tracked and monitored through SILSAF (Specialist Independent Living Skills Assessment Framework), feedback from work experience placements (including Work Based Learning books) and coaching sessions.

Resources

The resources we have developed in conjunction with 'Talentino!' are used to support each Way2Work.

Resources are stored in a central location accessible to all staff that use them. New resources are purchased as required to meet the needs of the students.

The programme in Business Enterprise, Work Related Learning and Work Based Learning offers distinct timetabled opportunities commencing in Key Stage 4. Business Enterprise activities will have allocated lesson time. Work Related Learning will typically take place at off site venues.

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

Staff Roles and Staff Development

Brookfields School's Careers Education Programme involves a range of key staff involved in the strategic and operational development of the programme (see Appendix 1).

Staff training and development is fundamental. We aim to train staff supporting students on Work Based Learning as Job Coaches, staff delivering the Way2Work programmes in TSI and Careers Coaching (European Mentoring and Coaching Council). In addition team members are encouraged to attend local and national conferences.

Working with Families

Families are involved in a variety of ways. In their Y9 Person Centred Review, students will identify in their Action Plan what their future aspirations are in terms of life after school and entering the world of work. These aspirations inform the Work Based Learning placements that student might access. Families are invited to be involved in their child's Work Based Learning placement via pre and post placement assessments.

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

Our annual 'What Next?' evening involving a range of local providers and colleges is held enabling families and students to find out about post 16 opportunities.

We encourage families to attend similar evenings hosted by other BASS schools (namely The Avenue and Addington) if they are unable to attend the Brookfields events.

Starting in Year 10 families and pupils have opportunities to talk to our Employment Pathway 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 FE Colleges and work related placements as early as Year 10.

A Careers Advisor is available at certain times throughout the year to talk to families and pupils about future destinations and possible career opportunities.

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 students 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.

Alongside our focus on employment, Route to Recruit recognises that the acquisition and successful application of daily living and social skills are equally important, which is why we offer a comprehensive programme to develop these key elements of autonomous citizenship.

What is a supported internship?

The text below is taken from the Department for Education's Supported Internship Guidance 2017

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 students 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. Students 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>

Our approach

Person centred

Each student will be valued as an individual and we will work to understand and support his or her own aspirations and needs

Honest, realistic & challenging

Through an open dialogue with all stakeholders we will work towards achievable goals and provide supportive challenge appropriate to individual needs

Business led

We aim to meet our vision of students achieving sustainable and progressive careers through understanding the local labour market and meeting individual business's needs

Responsive & Resilient

We endeavour to react to changes in the economic and social landscape in real time and are creative in our ways in which we can flexibly look to meet all stakeholders' needs

Collaborative

Route to recruit is a progressive partnership made up of young adults and their families, education, business and supported employment. Where there is an identified need we will work with wider partners including social care and the voluntary sector to ensure the best outcomes are achieved for all.

Business is aware of the support and reasonable adjustments it can put in place to support its workforce and becomes a disability confident employer

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 student'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 students 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. Students will be involved in planning activities such as going to the cinema with friends, or preparing a meal for others.

Students 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 student'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 student's individual needs.

Financial literacy will be worked on in specific enterprise challenges and through stand-alone lessons, building on the students' 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 student's learning level.

Increasingly businesses are moving towards e-learning platforms to provide their mandatory training. Over the course of the year, the students 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 students comprehension where required.

For students 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 students 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.

Careers monitoring, review and evaluation

The Pathway to Employment team meet 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 Deputy Head who is appointed Careers Leader on a regular basis as well as the Transition Lead who is also a named Careers Lead.

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

The school in collaboration with our appointed Careers and Enterprise Company (CEC) coordinator will carry out an audit of our careers programme a minimum of twice a year against the 8 Gatsby benchmarks using the online auditing tool 'Compass'. From this appropriate actions will be recorded and followed up. This process will be monitored by the careers leader.

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

At Brookfields School, we aim to encourage each student 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 students for the opportunities, responsibilities and experiences of life." In order to achieve this aim Enterprise, Work Related Learning and Work Experience can be used to promote SMSC in the following ways:

- Equip students 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 well being.
- Recognition of particular gifts and talents of students and groups.
- Learn the importance of team work, 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 students' SMSC.

Signed:
Policy Holder



Date: 15.05.23

Signed:
Head Teacher/Governor

Date:

Appendix 1

Links to Department for Education guidance:

Careers guidance and access for education and training providers Statutory guidance for governing bodies, school leaders and school staff October 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf