



Beacon Hill School

Rationale

Careers Education, Information, Advice and Guidance (CEIAG) is an integral part of the Beacon Hill school ethos. Self advocacy is promoted at every opportunity and especially during tutorial time, which is usually delivered by the class teacher and associated teaching assistants.

Particular emphasis is placed on making effective career decisions in Years 10 – 14.

Careers Education helps prepare students for the opportunities and responsibilities of adult life and allowing our students to take their place within the community. This forms a vital contribution to the school's aims of working closely with family, social services, transition team, independent advocacy, local educational providers (post 19) and independent specialist education and/or training providers.

Whilst a career by definition is that of an occupation undertaken for a significant period of a person's life and with opportunities for progress. The term career for young people with SEND will have a more broad meaning and will include all aspects of the young person's life path.

Beacon Hill strives to develop a strong and effective pastoral system which will provide the means to ensure students receive impartial support and guidance at transition points. We aim to raise aspirations and enable the young people to take an active role in their destination pathway. To encourage them, through carefully planned careers education and guidance, including their Education, Health and care plan (EHCp), to go on to further learning including supported internships, voluntary work and paid employment.

Related Policies

This policy links to the strategic aims and mission of the school. The policy is supported by additional policies such as; External provider access, Child protection, Equal opportunities and Sixth Form.

Commitment

Beacon Hill school is committed to ensuring that all statutory duties related to CEIAG are fulfilled.

We will:

- Provide a broad and balanced curriculum that promotes independence and functionality in all situations, including self regulation, independent travel and independent living skills.
- Provide regular work related experiences, from year 7 onwards, designed to inform young people of the world of work at an appropriate level for their ability setting.
- Provide regular opportunities to take an active role within the various Beacon Hill enterprise businesses.
- Provide short term, external sheltered works experience placements suited to their ability setting.
- Review the CEIAG programme as part of the Careers Lead strategic action plan and School SEF. This will include regular update of The Compass Audit Toolkit and the Gatsby Benchmarks.
- Ensure impartial CEIAG is provided via the school careers Lead, the contracted connexions service and associated self advocacy service.
- Provide information on the full range of appropriate post-19 education or training options, promoting the best interests of the pupils.
- Use, where appropriate, local market Information (LMI) to help the young people of Beacon Hill make the most informed choices. Though it is recognised that the impact of LMI is greatly reduced when applied to a SEND setting.
- Continue to develop effective collaboration and partnership working to ensure the most appropriate life pathway is identified for each young person within the school. This will be centred around the EHCp specific to each young person.
- Work towards achieving the Quality in Careers Standard

Beacon Hill school aims to follow best practice and guidance from all relevant bodies such as The DfE and OFSTED. Beacon Hill endeavours to follow the Career and Work-Related Framework – CDI 2015. The school is part of the North East Ambition Hub and is working collaboratively with the two other SEND schools attached to the hub.

Aims

CEIAG Policy Aims;

- To promote a collaborative approach, including all interested parties, in planning most appropriate, achievable but challenging student pathway.
- To raise aspirations of students appropriately.
- To develop functionality of skills within the Preparing for Adulthood (PfA) curriculum.
- To encourage participation in further education and training.
- To develop enterprise and employment skills.
- To develop understanding of the term 'Careers' within the SEND setting and enable students and their families to be better informed about their future.
- To meet the needs of students through appropriate differentiation.
- To provide independent and impartial specialist careers guidance.

What the CEIAG programme will provide for students at Beacon Hill School.

I can expect;

- To be able to understand yourself, your interests, your likes and dislikes, your strengths and areas for support or development.
- To be better informed as to what is available to you in the future, your choices and the steps to achieve.
- Develop the skills you may need for your chosen career path including the World of work.
- To be able to make realistic, but challenging choices about future education, training, social opportunities, voluntary and paid employment.
- To have accumulated a number of experiences of work related learning by the end of year 14.
- To improve your confidence.
- To have proportionate involvement in your EHCp.

Implementation.

Management;

The school careers lead will coordinate the CEIAG programme. They will review the programme and associated policies on a regular basis. The careers lead will monitor impact by annual updates of the Compass Audit toolkit, Gatsby benchmarks and school work related learning tracker system. The lead will work to achieve and maintain the Quality in Careers Standard. The lead will oversee any work conducted by school staff relating to CEIAG, including one off events and experiences.

Staffing;

All staff contribute to CEIAG via their roles as tutors, subject teachers or support staff, whether that be via specific CEIAG activities or through the promotion of independence skills, choice making and taking responsibility.

The careers programme of events will be planned, monitored and evaluated by the CL.

The CL will work in collaboration with Connexions to ensure students receive impartial guidance and advice.

Monitoring and Review.

Impact of the CEIAG provision will be monitored and evaluated on an annual basis. The views of school leavers and their parents/carers is sought via posted questionnaire.

Destination data for school leavers is compiled in the Autumn term of the following academic year. The retention data for leaver placements is compiled in the Spring Term of the following academic year. The retention data is sought via posted questionnaire.

CEIAG activities are monitored and evaluated annually the, this information will be used to inform future planning.

Work related planning tracker is used to monitor the number and frequency of individual students specific work related learning experiences and ensure statutory levels are being met.

The Compass Audit Toolkit and Gatsby benchmarks will be updated termly and used to determine where the school is in regard to their CEIAG provision.

Updates will be provided to the SLT and Governing body.

Changes to provision will be reflected in the school development plan.
Associated policies will be updated in line with the school's guidelines and timescales.

Approval and review

Beacon Hill policy approved and adopted by school	TBC
version	Draft Summer 2019
Date of Review	TBC
Careers Lead	Paul Steadman