



The Holmewood School London (THSL) **Careers Education and Work Experience Policy**

Careers education and work experience is fundamental in providing a solid foundation for young people to enable them to transition successfully from school to work. The aim of the THSL Careers Education and Work Experience Programme is for students to be able to have an informed and realistic view of opportunities that exist for them in the current labour market and to match their future labour prospects to the employability skills they have and to further develop those that they will need in the future.

THSL aims to provide students with up to date information with regards to the full range of education and training opportunities available to them and provide regular meaningful encounters with the world of work and training that are embedded into the careers programme, PSHCE programme, Lifeskills programme and the delivery of the curriculum.

Our work experience placements aim to build the young person's confidence by promoting opportunities for success using skills that have been developed during their school career. It is also important for our students to experience a work environment where the collaborative approach to providing a product or service is central in order for them to make informed and realistic decisions about the career path they wish to pursue.

In order to begin work experience placements students will need to have developed increasing levels of maturity and independence as well as have an understanding of their own life goals. For some young people who are not developmentally, emotionally or socially ready for an independent work experience they may engage in in-house work experience, work shadowing or other assisted work experiences.

Aims

- To develop students' understanding of the world of work, what is needed to be successful in it and to help them gain knowledge about future employment possibilities and career opportunities.
- To provide opportunities within the careers framework that will inspire students and raise aspirations allowing students to choose a career that is right for them and that will realise their full potential.
- To allow students to make informed decisions on future careers based on current labour market information.
- To develop personal characteristics such as social skills, communication, independence and resilience.
- To improve self-esteem through contribution to wider society and the world of work.
- To promote the wider potential of young people on the autistic spectrum by increasing awareness within the community.

The Gatsby BenchMarks

The School's Careers Provision has been and will be recurrently mapped against the 'Gatsby Charitable Foundation's Benchmarks' to ensure a fully developed and continually improved careers provision.

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Learning from career and labour market information	Every pupil, and their parents, 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	Students have different career guidance needs at different stages. Opportunities for advice and support needs to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM (Science, Technology, Engineering, Maths) subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
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 students 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 career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

Statutory Requirements

The careers provision at the Holmewood School is in line with the statutory guidance developed by the Department for education which refers to section 42A and 45A of the Education Act 1997 and The Technical and Further Education Act 2017 inserts section 42B into the Education Act. This states that all schools should provide independent careers guidance from Years 8-13 including the services offered by the young person's local authority. This guidance should be:

- Impartial,
- Include information on a range of education and training options, including apprenticeships and technical education routes.
- Advice provided should be in the best interests of the young person
- Students should be able to access a range of education and training providers to

informing them about approved technical education qualifications 15 or apprenticeships16.

In accordance with the The School Information (England) Regulations 2008, THSL will publish information about the school's careers programme on the school website. This relates to the delivery of careers guidance to year 8 to 13 students and will include.

- The name, email address and telephone number of the school's Careers Leader
- A summary of the careers programme, including details of how students, parents/carers, teachers and employers may access information about the careers programme
- How the school measures and assesses the impact of the careers programme on students
- The date of the school's next review of the information published

Careers education entitlement

Key Stage 3

- Students participate in a range of activities that are embedded into the school curriculum. These are designed to help students identify their employability strengths and the areas that may need developing.
- Students take part in activities that provide them with the opportunity of exploring different careers and identifying the skills and attributes that would be needed to be successful in those careers
- Students, parents and carers will encounter labour market information in lessons, through the website and in parent workshops to help them understand the salaries and promotion prospects as well as the location and numbers of vacancies across different employment sectors to help them make informed decisions about future careers.
- Students participate in STEM events and workshops throughout the year and have the opportunity to participate in a week long series of special events during Science week each year.
- Students are given opportunities to participate in enterprise projects throughout the year.
- In PSHCE students study modules that focus on understanding employability and enterprise skills, understanding the need to manage risk in the context of financial and career choices.
- The Young Enterprise Initiative in the 6th form gives students the opportunity to develop their entrepreneurial skills and focus on developing businesses that are directly concerned with their own interests and hobbies.
- Via the curriculum offer students will experience different workplace visits where they will explore the job roles that individuals have within that organisation.
- Students have the opportunity to participate in a careers carousel where they meet individuals from different job sectors.

In Year 9 Person Centred Planning for future career aspirations will be at the core of the Annual Review Meeting. The following procedure should be followed:

1. THSL in-house Speech and Language Therapists (SALT) will begin to discuss with the student their career aspirations for the future well in advance of the Annual Review meeting.
2. Career aspirations will further be discussed at the Annual Review of the EHCP meeting with the people that are important to the young person present.

3. As students with ASD may find it anxiety provoking to discuss such issues the most appropriate and comfortable way of doing this will be adopted. This may be with a preferred member of staff or family member either in advance or at the review.
4. The Independent Careers Advisor will meet with the young person at a specified time that is close to the Annual Review Meeting.
5. The review must produce a documented Transition Plan for the pupil that clearly indicates possible options at sixth form that will work towards meeting the students aspirations and the services to be included in the planning process.
6. The Student and their parents Careers Advisor, SENCO and Class teacher and anyone else that the student feels has an important role in their life will develop long term and short term targets with documented action points, who is responsible and clear time scales that will help the student progress towards meeting the career aspirations that have been stated in the transition plan.
7. The transition plan is then circulated to all relevant parties.
8. At each subsequent Annual Review Meeting, through KS4 and KS5, until the pupil leaves the school, the transition plan, including the action points, must be formally reviewed. New targets are set to help the students progress towards their career aspirations with clearly documented actions as stated in (6).

Key Stage 4 (In addition to ongoing KS3 Provision)

- Students ready to engage with practical work experience may participate in school-based work opportunities or work opportunities within the local community. Students may complete taster work experience sessions and work up from there.
- Students have the opportunity to attend large national careers fairs including those that specialise in STEM careers.
- In PSHCE students study modules that further focus on understanding and developing employability skills and looks more in depth at career choices.
- As part of PCP, the progress towards meeting career aspirations is reviewed at the Annual Review meeting each year. following the same procedure as outlined above.
- At the year 11 Annual Review, a bespoke Sixth Form Pathways Document is created to give a visual overview of the goals and aspirations of the student, and the specific curriculum that will be followed by that student.
- Students will find out about technical education qualifications and apprenticeships opportunities, as part of their careers programme. They will hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – assemblies and group discussions and taster events at local colleges. (See Provider Access Policy Below)
- Students will be provided with the opportunity to attend Further Education College Open Days and Apprenticeship Fairs.
- Universities will be invited to speak to our students about the different courses they offer and the various pathways that will enable them to successfully gain a place at their particular institution. This will include the different approaches they have to offer individuals who attend their universities and have an ASD diagnosis. Students will also have the opportunity to visit universities as part of their careers education.

Key Stage 5/6th Form (In addition to ongoing KS3 and 4 Provisions)

- THSL will ensure that all students complete work experience each year throughout sixth form and work towards completing whole days or weeks in their final year, depending on their readiness.
- The sixth form students embark on a year long enterprise project through Young Enterprise, which is the UK's leading charity that empowers young people to harness their personal and business skills. This project runs alongside the CoPE.

- For students who study Asdan CoPE, Careers education is covered during the modules: Communication, Vocational Preparation, Work Related Learning and Enterprise. These are taught across the three years of Sixth Form at THSL. Students are assessed on their Portfolio of Evidence that is completed after their various challenges. Students must also demonstrate competence at Level 1 or 2 in the following employability skills: Introduction to Working with Others, Introduction to Improving own Learning and Performance, Introduction to Problem Solving, Planning and Carrying out a Piece of Research, Communication through Discussion and Planning and Giving an Oral Presentation.
- Students will have the opportunity to participate in programmes focusing on skills for work, including those the students already have and those that need to be developed.
- The Careers and Work Experience Officer provides an information leaflet for the sixth form team to give to potential work experience providers, explaining the nature of the school and our students' needs, abilities and aspirations. There is also an invitation for an 'introduction to autism' training session run by a number of experienced staff at the workplace or school.
- Students attend Further Education College days, Higher Education Taster days and make informal visits to a range of local colleges depending on their curriculum pathway.
- All students meet with the THSL Careers Advisor at the time of their Annual Review. Students are also entitled to additional meetings with the Careers Advisor as and when they deem this necessary.
- As part of PCP, the progress towards meeting career aspirations is reviewed at the Annual Review meeting each year. following the same procedure as outlined above. New targets are set to help the students progress towards their career aspirations with clearly documented actions.
- The steps towards work experience and CoPE goals are recorded visually on the Sixth Form Pathways document. Each student has a bespoke pathways document that reflects their chosen path of study.

Safeguarding

In order to keep our young people safe when participating in work experience, all school arranged experiences will either be:

- supervised by a member of staff with an enhanced DBS
- supervised by a member of staff within an external business that has an enhanced DBS

In addition, a member of staff at The Holmewood School who is familiar with the business will complete a risk assessment of that business in relation to the work the student will be doing. Agreement will then also be made with parents/carers.

The school actively works with parents if they would like to arrange their own work experience opportunities for their child. In these situations, the school may be able to give parents some guidance or connections but the parents/carers would take responsibility for the supervision of the student. If the parent deems their child capable and they are happy with the work they have selected for their child this work may be unsupervised. However, if the school had their own safeguarding concerns about this they would be raised.

Holmewood students aged 18+ who complete work experience with children or vulnerable adults will need to have their own DBS. The school will work with parents to arrange this as needed.

Health and Safety and the law

Work experience placements are only permitted by law for students during Key Stage 4 and above, i.e. Years 10, 11, 12, 13 and 14.

The Working Time Regulations 1998 apply to students at work experience placements, for example they should not work for more than five days in any consecutive seven-day period. The number of hours worked and pattern of duties is normally agreed by the placement provider, school, the student and the parent/carer. The school will ensure that students on placements are not required to work excessively long hours or unnecessarily unsocial hours. We would not ask any student to work more than a standard eight-hour day and due to their autism needs we will ensure employers are fully aware of the need for more regular breaks and supervision.

Children between 13 and the minimum school leaving age (MLSA) are prohibited from being employed in industrial undertakings such as factories, construction sites etc, except when on work experience schemes approved by the Children's Services Department. The Health and Safety (Training for Employment) Regulations 1990 state that in this work employers must provide the students with at least the same health, safety and welfare protection that they give their own staff. There are also some age-related restrictions which prohibit young workers, including children on work experience, from working with particular machinery or undertaking particular tasks.

At this current time all work experience is arranged on a personal basis according to the long term goals of the student. However, in the future, if there are businesses with whom we place students regularly we will ensure that these placements are risk assessed and visited routinely as follows:

- high risk placements are visited annually
- medium risk placements are visited every 2 years
- low risk placement are visited every 3 years

Part of the school's risk assessment will look to seek that the employer has adequate advice, support and training for health and safety (including the use of machinery, provision of safety clothing, COSHH, accident recording etc.).

Careers Education and Guidance – Procedure

Equal Opportunities

Equal opportunity will be promoted through careers education and guidance to ensure students are not discriminated against in relation to their ethnic, gender, sexuality, social background or special needs.

See also Sixth Form Guidelines

Provider Access Policy Statement

Under Section 42B of the Education Act 1997, as of 2 January 2018, we have a duty to provide students in Years 8-13 with access to providers of post-14, post-16 and post-18 education and training. This policy statement sets out how we manage access requests from these providers.

What are students entitled to?

Students must be allowed to:

- Learn more about technical education qualifications and apprenticeship opportunities, as part of a careers programme which informs students of the full range of education and training options available to them at each transition point.
- Hear from a range of local providers about the opportunities on offer, e.g., technical education and apprenticeships – this can be achieved assemblies, group discussions, and taster events.
- Understand how to apply to the full range of academic and technical courses available to them.

Who handles our access requests?

Any provider wishing to request access should contact our Careers and Work Experience Officer, Vicky Gunning on 0208 9200660 or via email at vgunning@thsl.org.uk

What opportunities are provided to allow access to students?

Via our school careers programme, we offer providers numerous opportunities throughout the school year to speak to students and/or their parents.

Who should providers contact to discuss events and options?

Providers can speak to our careers leader, to discuss possible attendance at relevant events. We welcome organisations talking to our students and will consider all requests.

Providers are also welcome to leave a copy of their prospectus and other relevant course literature with the School Office.