Carwarden House School
Careers Education & Provider Access Policy

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Signed: Chris Hamilton	Chair of Governors

Introduction

Carwarden House School is committed to providing and delivering Careers Education, Information, Advice and Guidance (CEIAG) to all students through the curriculum and organised activities. Careers guidance delivered will consider the individual student's specific needs.

Gatsby criteria

The careers provision at Carwarden is based on the Gatsby Benchmarks and the Statutory Guidance for Careers.

The eight benchmarks are set as follows:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Carwarden careers education offer outline

The Careers programme at Carwarden House School aims to promote self-awareness and personal development for the individual student. There will be a focus on providing current and relevant information that will enable each student to make informed decisions about their future. This will be delivered through a combination of lessons, planned experience and impartial careers advise delivered to each student individually. Therefore, the Careers programme at Carwarden House School is designed to meet the collective and individual needs of the students. This means that it is differentiated for all students to help them progress through the programme.

The underlying objectives behind this programme is as follows:

1. Help the students develop their employability skills
2. Provide students with the opportunity to develop their independent learning skills
3. To help students raise their aspirations and expectations

What does the Careers Programme look like?

Key Stage Three

Students in Years 7, 8 and 9 have Enterprise lessons delivered on a fortnightly basis. These are designed to foster team working skills and other work-related skills. Their lessons are based around termly projects where they have to develop a product or organised a school-based event. The aim of this is to give them an understanding of the world of work and the skills they need to develop for when they are in a work-based situation

Students will also have the opportunity to investigate a variety of careers through the PHSE curriculum.

Key Stage Four

Students within this key stage will receive at least one career guidance interview with an independent careers advisor. The aim is to help them with transition as well as giving them personalised information about the options available to them for the future. It will also help them to raise aspirations and expectations as well.

Students will also have the opportunity to go out on work experience placements in both Year 10 and 11. This will give them invaluable experience of the work environment, as well as giving them access to real employees and employers.

Students will also be completing OCN units based around careers and workplace vocational skills. This will include giving them the chance to have mock interviews as well as having a go at different types of skills, such as flower arranging and growing and sowing plants.

There will be weekly Careers lessons delivered to Year 10 and 11 students. The content of which is based around how to apply for a job, interview techniques, CVs and application forms. The lessons will also help to develop their knowledge of employability skills.

Both Year groups will also spend half a day a week at a local college to experience the different course on offer at these institutions and to get an experience of what college would be like. There will also be opportunities for students to have a day experience at Carwarden House Sixth Form, so they can make an informed decision about whether they would like to attend college or the Sixth Form.

Students will also receive support in completing college application forms, and they are expected to complete an application form with support from staff for when they attend their weekly session at a local college in years 10 and 11.

Sixth Form

Students in the Sixth Form actively engage with the world of work through a variety of work experience opportunities. This is done on a regular basis, with students having a one day a week model for these experiences.

Students will receive at least one career guidance interview with an independent careers advisor. The aim is to help them with transition to the next stage, be that employment or college provision. This will also be an opportunity to provide them with personalised information about their options.

Students will also receive regular travel training to help them to build their independence for when they leave school.

Students will be given guidance about developing their CVs and how to complete application forms and personal statements. As well as being given guidance on preparation for interview.

The students will also undertake Enterprise lessons, where they develop their team skills and other work-related skills. They will also organise and run events such as the Christmas Fayre which again will help towards the skills they may need in the workplace, such as customer service.

Students will make use of ICT based software and other sources to help advise them and help them to explore future choices and progression routes.

There is a real focus in the Sixth Form to encourage personal development, independence and preparation for adulthood.

Provider access

1. Aims

This section of the policy aims to set out our school's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer. It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access

2. Statutory requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships. (The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023)

Schools must provide a minimum of 6 encounters with technical education or training providers to all students in years 8 to 13 (see more detail in section 2.1 below).

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students.

This is outlined in section 42B of the Education Act 1997, the Skills and Post-16 Act 2022 and on page 43 of guidance from the Department for Education (DfE) on careers guidance and access for education and training providers.

This policy shows how our school complies with these requirements. We review our cohort each year and if the legislation applies to any students/learners we will provide those students with information that is appropriate for their individual needs.

2.1 The 6 encounters schools must offer to all students in years 8 to 13

Schools must offer:

- 2 encounters for students during the 'first key phase' (year 8 or 9)
    - All students must attend
    - Encounters can take place any time during year 8, and between 1 September and 28 February during year 9
- 2 encounters for students during the 'second key phase' (year 10 or 11)
    - All students must attend
    - Encounters can take place any time during year 10, and between 1 September and 28 February during year 11
- 2 encounters for students during the 'third key phase' (year 12 or 13)
    - Students can choose to attend
    - Encounters can take place any time during year 12, and between 1 September and 28 February during year 13

These encounters must happen for a reasonable period of time during the standard school day. Schools can continue to provide complementary experiences, but encounters outside of school hours won't count towards these requirements.

Schools must ask each provider to provide the following information as a minimum:

- Information about the provider and the approved qualifications or apprenticeships they offer
- Information about what careers those qualifications and apprenticeships can lead to
- What learning or training with the provider is like
- Answers to any questions from students

2.2 Meaningful provider encounters

Carwarden House School is committed to providing meaningful encounters to all students.

1 encounter is defined as 1 meeting/session between students and 1 provider.

Meaningful live online engagement is also an option at our school.

3. Student entitlement

All students in years 8 to 13 at Carwarden House School are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities as part of our careers programme, which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships, e.g. through activities and events such as options events, assemblies and taster events
- Understand how to make applications for the full range of academic and technical courses

4. Management of provider access requests

4.1 Procedure

A provider wishing to request access should contact Rona Redman, Vocational Education Lead.

Telephone: 01276 709080

Email: rona.redman@carwarden.surrey.sch.uk

4.2 Opportunities for access

A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers. This may include careers events in school arranged for this purpose.

Providers should speak to our Vocational Education Lead to identify the most suitable opportunity for them.

These events will run in line with any measures related to public health incidents, including COVID-19.

4.3 Granting and refusing access

Access will normally granted to providers during timetabled careers lessons, Key Stage assemblies (face to face or virtually) and dedicated careers events organised within school that providers can attend.

Access may be refused for events outside school (or the school day) and may be dependent on other curriculum time requirements (e.g. managing exam & accreditation requirements).

4.4 Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this policy.

4.5 Premises and facilities

- Facilities will be available to enable providers to access students, e.g. rooms, specialist equipment such as audio and visual devices
- Providers should agree in advance which facilities are required and can be used
- Providers can leave prospectuses or other material for students to read

6. Student destinations

Most of our Y11 leavers move onto to a range of providers in the area local to their home, this most usually being a SEND supported course at an FE college. A small percentage of students with more complex and enduring needs transition into our 6th Form (KS5) provision.

Likewise, the majority of our 6th Form students move onto a SEND supported placement at an FE college local to their home post-19, though a few, by choice, transition into specialist residential placements (usually non-maintained independent provision).

7. Complaints

Any complaints related to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

8. Links to other policies

This policy links to other school policies including:

- Safeguarding/child protection policy
- Curriculum policy
- Complaints policy

9. Monitoring arrangements

The school's arrangements for managing the access of education and training providers to students are monitored by the Headteacher.

This policy will be reviewed by the Vocational Education Lead bi-annually and approval has been delegated by the Board of Trustees to the Headteacher.