

[Type here]

# Downs View School and Downs View Link and Life Skills Colleges

## Career Guidance Policy

### 2022-2023

#### **About this report**

This policy summarises our career provision and guidance which is in line with the both Section 42A and 45A of the Education Act 1997 and the DfE's statutory guidance "Careers guidance and access for education and training providers" October 2018.

#### **Introduction**

At Downs View we strive to enrich each learner's development in all areas of their life, and to allow their maximum potential to be realised. Students are entitled to careers education and guidance that is impartial and confidential. At Downs View it is integrated into the curriculum.

As a generic special school and college, we support students with a broad range of special educational needs, from moderate learning difficulties (MLD) through to Severe Learning Difficulties (SLD) and Profound and Multiple Learning Disabilities (PMLD). In practice this means we provide bespoke support relevant to the students' individual needs. We work with parents, professionals and the community as joint partners to enable each learner to function with increased independence and happiness in their community.

Information, Advice and Guidance (IAG) can play an integral part in our students' development and progression to life after Downs View. This policy sets out how our students access both formal and informal guidance during their time with us.

[Type here]

### What is Information Advice and Guidance (IAG)?

Current legislation states that all schools should provide independent careers guidance from Years 8 –13. At Downs View we continue this pathway throughout Link College and Life Skills College. This is also embedded in our PSHE policy and curriculum.

This guidance will:

- be impartial
- include information on a range of pathways, including apprenticeships
- be adapted to the needs of the student.

Formal and informal Information Advice and Guidance (IAG) helps to address students' barriers to learning by:

- developing skills, knowledge and understanding
- increasing self-confidence
- encouraging a sense of achievement and self-motivation
- boosting self-esteem
- keeping safe and healthy

The aims and purpose of IAG are to:

- prepare students for the transition to life after Downs View
- raise aspirations and equip our students and their parents with knowledge and understanding, skills and attitudes
- support students in making informed decisions
- provide students with well-rounded experiences
- working towards developing personal characteristics such as social skills, communication, independence and resilience
- inspire and motivate learners to develop themselves as individuals and live as independently as is possible

[Type here]

### The Gatsby Benchmarks

We use the 8 Gatsby Benchmarks within our careers provision, which are referenced in both the DfE's Careers Strategy (December 2017) and the new Statutory Guidance for careers (January 2018), to ensure we fulfil our statutory duties.

The Gatsby Benchmarks are:

1. A stable careers programme	Downs View has a structured careers programme that has the backing of the senior leadership team. It is understood by parents, staff and governors. On each site we have an identified and appropriately trained person responsible for the programme. To ensure accessibility, our career programme will be published on our school website.
2. Learning from career and labour market information	Every student and their parents have access to good quality information about future learning options and work opportunities. Staff support them in making best use of available information.
3. Addressing the needs of each student	Our students have different career guidance needs at different stages. The advice and support they receive is tailored to meet their individual needs. We strive to challenge stereotypical thinking and raise aspirations.
4. Linking curriculum learning to careers	All teachers link learning with career and life skills opportunities, including relevant accreditation.
5. Encounters with employers and employees	Our students have opportunities to meet with and learn from employers about work, training, employment and skills. We arrange enrichment activities including visiting speakers, shadowing opportunities, mentoring and work placement schemes.

[Type here]

6. Experiences of workplaces	Through individual pathways students are given the opportunity to access meaningful experiences related to preparation for adulthood, which include community and workplace visits, virtual opportunities and work shadowing.
7. Encounters with further education	At Downs View we explain the full range of learning opportunities that are available to our learners for when they leave our school and college.
8. Personal guidance	Students in Year 11 have the opportunity to take part in career guidance interviews with a trained career adviser.

### Careers Leader

Our Careers Leaders are: Jackie Hutchings (Downs View School), Juliet Hudson (DVLC), Raul Ortiz(DVLSC)

You can contact by emailing:

**Downs View School (DVS)** dvscareers@downsview.brighton-hove.sch.uk

**Downs View Link College (DVLC)** dvlccareers@downsview.brighton-hove.sch.uk

**Downs View Life Skills College (DVLSC)** career@DVLSC.schmail.uk

**Commented [AJ1]:** The careers strategy sets out that that every school needs a Careers Leader who has the skills and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks. Every school is expected to name this Careers Leader and publish contact details on their website from September 2018.

[Type here]

### The Careers Education Programme at Downs View

Downs View School and Colleges provide a relevant and engaging careers curriculum which meets the differing needs and requirements of our students. This is developed throughout a learner's time at the school and college and is always supportive of their abilities, strengths and skills.

The Careers Programme is part of our broad and balanced preparation for adulthood curriculum, differentiated to meet the needs of individual students. The curriculum is delivered by teachers in years 7 -17 and overseen by phase leads, subject leads and overseen by Deputy Heads.

The careers program is also supported by contact with:

- PSHE advisory team,
- Brighton and Hove supported employment team,
- National Careers Service & National Apprenticeship Service,
- Regional Disability Employment Adviser Lead at the DWP,
- Enterprise Coordinator (Brighton, Hove and Lower Mid Sussex)
- Southern Inclusion Cluster Lead

Our Careers Education Programme is made up of five components:

- i) Careers education within the curriculum, inc accredited pathways, skills ladders
- ii) Planning and recording of achievement and work-related activities
- iii) Work experience/experience of work opportunities
- iv) Access to individual guidance and support (from a trained source)
- v) Access to careers information.

**Commented [AJ2]:** Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 13.  
Is this the case?

[Type here]

The programme includes:

•Careers education lessons	•Careers guidance	•Action planning and recording achievements	•Mock interviews with an Enterprise Advisor
•Raising aspirations activities	•Accredited courses	•Work placements and volunteering	•Community Participation
•Independent travel training	•Work simulations or role play	•Curriculum linked visits	•Visits to work places
•Problem solving	•Student Council	•Taster sessions at local day services and colleges	Individual career pathways

- We host talks and offsite visits to support students in developing their understanding of a range of different career pathways.
- All students from Year 8 and above have access to careers advice and guidance from a range of professionals including class teachers, careers advisor, job coach and other relevant professionals, to explore future pathways.

[Type here]

Students follow individual pathways to meet their needs. The following activities are an example of some of the activities on offer in key stages 3, 4 and 5:

### **Key stage 3**

- Pathways onto accredited and vocational courses
- Students take part in Enterprise projects
- Assemblies and other information on KS4 options
- Visits from Employers.
- Year 9 and above – preparation for adult as part of their Annual review
- Starting their Vocational Profile

By the end of key stage 3 we hope that our students and their families will have:

- A better understanding of their strengths, achievements and weaknesses to help inform future choices in learning and work
- A better understanding of the full range of 14-19 opportunities for progression
- An understanding of some of the qualities, attitudes and skills needed for employability.

### **Key stage 4 (in addition to KS3 ongoing provision)**

- Pathways onto accredited and vocational courses inc ASDAN and NOCN
- Preparation for adult focus, as part of their Annual review and learning targets
- Careers advice in Year 10 and Year 11 to inform routes into Post 16 provision
- Appropriate and meaningful work experience opportunities
- Careers interview for Year 11 students
- Information on college and their open days
- Support with completing college application forms
- Mock interviews, where deemed advantageous
- Supported CV and personal statement sessions
- Visits from past students

**Commented [AJ3]:** Within statutory duties we have to show “how the school measures and assesses the impact of the careers programme on pupils”

[Type here]

**By the end of stage 4, our students will have:**

- Enhanced their self-knowledge, life skills and employability skills
- Experienced the world of work through a work experience opportunity
- Been given direct access to employers, colleges and training providers
- Been given guidance to help identify and access a range of post-16 options and careers advice and support networks that they can use to plan and negotiate their career pathways.
- Been provided with the resources and training to complete the post-16 application process, including CVs, personal statements, and interview prep
- Produced a plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves.

**Commented [AJ4]:** In statutory duties we have to show “how the school measures and assesses the impact of the careers programme on pupils”

**By the end of DVLC, our students will have:**

- Preparation for adult focus, as part of their Annual review and learning targets
- Pathways onto accredited and vocational courses
- Careers advice to inform routes into further education provision
- Appropriate and meaningful work experience opportunities and/or community participation
- The opportunity to take part in Downs View Challenge inc camping
- College presentations
- Careers interviews Y13
- Information on college open days
- Support with completing college application forms
- Mock interviews, where deemed advantageous
- Supported CV and personal statement sessions
- Visits from past students

**Commented [AJ5]:** In statutory duties we have to show “how the school measures and assesses the impact of the careers programme on pupils”



[Type here]

**By the end of DVLSC our students will have:**

- Enhanced their independence, self-knowledge, life skills and employability skills
- Experienced the world of work through a work experience opportunity
- Been given direct access to employers, colleges and training providers
- Been given guidance to help identify and access a range of post-19 options and careers advice and support networks that they can use to plan and negotiate their career pathways.
- Been provided with the resources and training to complete the post-19 application process, including CVs, personal statements, and interview prep
- Produced a plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves.

**The World of Work learning opportunities**

We provide a person-centred approach which is part of our holistic curriculum and is at the centre of everything we do; it permeates from the Headteacher down. We support our students in decision making encouraging them to talk through their experiences and to think about what to do next, all as part of their Preparation for adulthood and what that looks like for them..

Meaningful work experience opportunities are organised by the school and college team to ensure the most relevant and engaging opportunities are taken. Students are assisted in getting to their work opportunity with goal setting in their personal life, at school and in their work placements. Families are involved throughout the process and a written agreement is signed. All students on work placement are covered by the employers' insurance and places of work are risk assessed by the Careers Leader.

To support work experience students follow relevant accredited courses which include how to conduct themselves in the workplace, what to wear, how to keep themselves safe.

*We offer school and college based work experience for those who it is an appropriate option.*

**Commented [AJ6]:** In statutory duties we have to show "how the school measures and assesses the impact of the careers programme on pupils"

[Type here]

### Model KS4 Preparation for Adulthood Framework

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 College preparation/experience of work	Student skills and qualities activities		Students experience shadowing opportunities	Group interview Tasters with FE colleges Q and A Y11 –college experience	Preparation for Adulthood Assembly (parent/carers/students) Transition booklets	
Year 10 Curriculum	Assessment and enrolment on careers related accredited courses	Delivery of Accredited courses including NOCN Skills for Employment personal development and training and Asdan				Final Assessment
Year 11 College preparation	Year 11 Attend college one day a week for autumn term College Opening evenings Mock college Interviews College applications and CV writing EHCP target review with students/ student review		College interview dates released Preparatory work -College Interviews Amaze traineeship and apprenticeship workshop College applications Final date for college applications		Transition visits at college	
Year 11 Careers	Year 11 Virtual careers –What’s next Sussex?  Group and 1-1 career advise-in class  1-1 interviews external careers adviser		Career workshop day (speakers)  Interview skills workshops	7 <sup>th</sup> -11 <sup>th</sup> March date tbc National careers week Careers event at Amex	Enrichment 1 <sup>st</sup> aid course	

[Type here]

Year 11 Work experience	Discussion on work placements  Health and Safety at work	Year 11 Planning and talks with prospective employers Discussion on work placements Onsite and offsite inc online work experience	Developing independent travel training Work experience opportunities/placements interviews and visits	Work experience extended placements	Year 11 enrichment opportunities
Year 11 Curriculum	Assessment and enrolment on careers related accredited courses	NOCN Accredited courses Skills for employment training and personal development Sports Leaders Award			Final Assessment Celebration events

### *KS5 Preparation for Adulthood Framework.*

#### **DVLC**

Year	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
12 Curriculum	Assessment and enrolment on accredited courses	Delivery of NOCN Accredited courses				Final Assessment
Preparation for life beyond college	Transition to college	Developing personal interests Onsite work experience including Fab Café Experience of world of work- visits, job shadowing Keeping safe including, travel training, home safety Accessing the local community				

[Type here]

13 Curriculum	Assessment and enrolment on accredited courses	Delivery of NOCN Accredited courses including NOCN Personal Progress and Independent Living Skills eg Household Shopping	Final Assessment
Preparation for life beyond college		Developing personal interests Onsite work experience including Fab Café Experience of world of work- visits, job shadowing Keeping safe including, travel training, home safety Accessing the local community Sports Leaders Award 1-1 interviews external careers adviser	
14 Curriculum	Assessment and enrolment on careers related accredited courses	Delivery of Accredited NON courses	Transition to post 19- All about me (transition booklets) visits to FE colleges, Specific travel training to future college
Preparation for life beyond college	EHCP target review with students/ student review	Developing personal interests Onsite work experience eg car washing social enterprise and community based work placements Experience of world of work- visits, job shadowing Keeping safe including, independent/ supported travel training, home safety Accessing the local community Sports Leaders Award Downs View Challenge Award	

[Type here]

## KS6 (Post 19) Preparation during Adulthood Framework.

### DVLSC

Year	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
15 Curriculum	Assessment and enrolment on careers related accredited courses	-Delivery of accredited courses including NOCN Employability skills, Independent Living Skills, Personal Progress, Skills for Employment etc -Intro to 6 key jobs, CV, job profile, job interest questionnaire, skills vs jobs, interviews, greetings, bus travelling training, keeping safe, household skills				Final assessments
15 In-house life skills opportunities W/E	Cleaning and sorting		College Café Shredding company gardening, recycling		College Cafe JAC- Window cleaning, gardening, car washing	
	Prep food, cooking a simple meal; Bake for Café to sell					
15 Community based W/E			Taster session- cook assistant Taster session- gardening		Taster session- shop assistant W/E- gardening	
15 Taster days, Advice, Advocacy support	Transition to college	Speak Out – Independence, what is it? /likes/dislikes Discover- careers week		Jobs fair	Hello Future!	Speak Out – living more independently, future homes
16 Curriculum	Assessment and enrolment on careers related accredited courses	-Delivery of accredited courses including NOCN Employability skills, Independent Living Skills, Personal Progress, Skills for Employment etc -Next steps for 6 key jobs, CV, job profile, job interest questionnaire, skills vs jobs, interviews, greetings, bus travelling training, keeping safe, household skills				Final assessments
16 In-house life skills opportunities W/E	Recycling, gardening College Café Shredding company		Waiter/waitress- College Canteen car washing, window cleaning		Waiter/waitress- College Canteen Cleaning and sorting	
	Prep food, cooking a simple meal; Bake for Café to sell					
16 Work experiences	W/E- gardening Taster session- shop assistant		W/E- shop assistant W/E- gardening Taster session- cook assistant W/E – Tennis Club (Café-gardening)		W/E- cook assistant W/E- shop assistant W/E- gardening W/E – Tennis Club (Café-gardening)	

[Type here]

16 Taster days and Advice		Discover- careers week	Careers advice- information about Post DVLSC options	Speak Out – Speaking up for yourself, living more independently., PA  Job fair	Hello Future!	Speak Out – types of jobs, choices after DVLSC, PA
17 Curriculum	Assessment and enrolment on careers related accredited courses	-Delivery of accredited courses including NOCN Employability skills, Independent Living Skills, Personal Progress, Skills for Employment etc -Consolidation of 6 key jobs, CV, job profile, job interest questionnaire, skills vs jobs, interviews, greetings, bus travelling training, keeping safe, household skills				Final assessments
17 In-house life skills opportunities W/E	Waiter/waitress- College Canteen Window cleaning, gardening		Cleaning and sorting		car washing, recycling Shredding company	
	Prep food, cooking a simple meal; Bake for Café to sell					
17 Community based Work experiences	Taster session- shop assistant B W/E – Train Station W/E – Tennis Club (Café-gardening)		W/E- cook assistant W/E- shop assistant W/E – Café W/E – Train Station Barista training		W/E- cook assistant W/E- shop assistant W/E – Train Station W/E – Café	
17 College Taster days and Advice	College open evenings	Speak Out – types of jobs, choices after DVLSC, PA  College applications  Discover- careers week	Initial interviews to next placements	Speak Out – independence / choices after DVLSC  Jobs fair	Supported employment applications and meeting  Transitions/visits to next placement (employment, education, social care)  Hello Future!	

[Type here]

## Career adviser Providers Access Policy Statement

### Introduction

This policy statement sets out our arrangements for managing the access of providers to students at the school for the purpose of giving them information about their education or training offer. This complies with our legal obligations under Section 42B of the Education Act 1997.

### Learners' entitlement

All students in years 8-13 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.

### Management of provider access requests

A provider wishing to request access should contact: the Careers Lead for the chosen site. A number of events, integrated into the Career Education Programme, offer external providers an opportunity to come into school to speak to our students and/or their parents/carers: Please speak to our Careers Leader to identify the most suitable opportunity for you.

### Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

### Other relevant Policies

PSHE Policy.

### Approval and review

Approved [date] by Governors at Pupils, Curriculum and Quality Committee

Next review: [date] Signed: [name] Chair of Governors [name] Head teacher

**Commented [AJ7]:** Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.

Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed. Annex A sets out an example policy statement on provider access

[Type here]