





Careers Policy

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Headteacher:		Date:	12/09/2023
Chair of Governors:		Date:	25/09/2023

Date of Next Review:	September 2024
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Subject Leader:	Alex Cloona	Subject Assistant:	Laura Wing
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1. The Nature of Careers

The nature of this policy is to outline Careers education and guidance at Amwell View School. Careers supports and prepares young people for the opportunities, responsibilities and experiences of life within the context of their ability. This is aimed for pupils in Key Stage 3, 4 and 5. Careers is fundamental to learning in all subjects across the curriculum.

Amwell View School and Specialist Sports College endeavours to help pupils to make decisions and manage transitions as learners and workers. The school will equip pupils with the skills and attitudes to seek out further information, to become self-aware and to be capable of making decisions about their own future. The school helps young people develop the skills and confidence needed to make a successful transition within school and beyond with knowledge and understanding of the adult world.

2. The School Policy and National Curriculum 2014

Amwell View School and Specialist Sports College fulfils the requirements of the Statutory Careers Guidance and Access for Education and training providers and has chosen to adopt the Gatsby Benchmarks to guide development within the careers curriculum.

Careers Education begins in Early Years through making simple choices and is developed across the curriculum as pupils move up through the school. Key Stages 3, 4 and 5 have a timetabled Careers lesson, which follows the progressive Careers framework.

Objectives

1. To develop self-awareness, to know their own likes and dislikes, as well as their own abilities and support needs.
2. To be able to communicate information about themselves and their preferences to other people.
3. To develop self-esteem, assertiveness, self-advocacy.
4. To be able to make choices.
5. To know about their right to equality of opportunity as well as understanding the implications of their disabilities.
6. To be involved in recording and reviewing their experiences and achievements, identifying their goals, negotiating targets and action planning.
7. To participate in the decision making process with a network of support at each stage in their lives.
8. To know about and experience a range of adult environments including the world of work.
9. To know about future options, who to ask for help and guidance.
10. To develop key skills, i.e. improving own learning, working with others, communication, number, IT and their ability to problem solve.
11. To develop relevant social independent and employability skills through work and community based learning e.g. reliability, responsibility, ability to work without close supervision, travel skills, appropriate dress, personal hygiene, and social behaviour.

Amwell View School staff encourage students to broaden their horizons and explore their own aspirations throughout their life at school to ensure students' readiness to take the next step in their lives.



Amwell View follows the principles of the Gatsby Benchmarks. The objectives for the careers programme are as follows:

- Helping students to understand the changing environment
- Facilitating meaningful encounters with employers for all students
- Supporting positive transitions post-16 and post-19
- Enabling students to develop the research skills to find out about opportunities
- Helping students to develop the skills, attitudes and qualities to make a successful transition into the next steps in life
- Encouraging participation in continued learning, including further and higher education and apprenticeships
- Supporting inclusion, challenging stereotyping and promoting equality of opportunity
- Contributing to strategies for raising new opportunities, particularly by increasing pupils confidence

3. Delivery of the curriculum

Through the Careers curriculum, pupils are introduced to new experiences which enables them to improve their confidence and self-esteem and develop a range of life skills. All of our pupils are set appropriate, pupil centred outcomes which gives them an insight into some of the things that they may experience once leaving school.

Careers, as a subject, is differentiated to meet the needs of each individual pupil. PMLD pupils access Careers through a multi - sensory approach. Pupils have developmental outcomes that are worked towards through experiencing a wide variety of contexts and resources. Skills include; development of object permanence, recognising of self, body awareness, communicating choice and developing a level of independence that is deemed appropriate in relation to the individual.

We have an engaging and varied curriculum, which focuses on off-site visits to different settings, develops pupil's independence, social skills and supports pupils to access provisions that they may access in the future. These include, the Amwell View Charity Shop, local supermarkets, garden centres and leisure centres. However, Careers is not just about going offsite, it is also about accessing different areas of the school, such as the salon, Food Technology and the Dell. As pupils progress through the Key Stages they experience learning linked to staying healthy, transport, the environment, inventions, famous events, the world around us, leisure activities and celebrations. Careers learning is evident throughout the school curriculum, as pupils learn how to transfer skills from school into a community context.

Our higher attaining pupils transfer their learning to a greater range of contexts, interact with members of the community, travel training, support their peers with learning, contributing to and delivering school events. Pupils are supported to gain an understanding of the purpose behind their actions and the implications of them i.e completing the recycling for the school. These pupils have the ability to communicate effectively about what they are doing as part of their learning.

Pupils based within the Community Classroom will be located in the satellite classroom in the local village. Pupils will be encouraged to be as independent as possible and utilise skills they have learnt throughout their school career in multiple contexts. Pupils will be provided



with the opportunity for work experience, being a part of their local community throughout the school day, as well as learning social and interaction skills.

The curriculum is delivered in a variety of ways, matching learning styles and abilities of each individual child, meeting the needs of pupils with a diagnosis alongside severe learning difficulties including Autism and PMLD.

Mode of delivery may include;

- Pictorial presentation
- Visual presentation
- Practical experience
- Modelling
- A range of curriculum media – signs/ symbols/ augmentative tools.
- Auditory presentation
- Multi-sensory experience
- Investigation
- Exploratory play
- Didactic approach
- Kinaesthetic approach

4. Staffing and Resources

Overall curriculum responsibility: Alex Cloona and Laura Wing.

It is the responsibility of the subject co-ordinators to monitor and evaluate the teaching of Careers through; lesson observations and moderation of exemplar work via Tapestry. It is the subject co-ordinators responsibility to review the Careers schemes of work, and to maintain and order Careers resources. Each class teacher will plan, deliver and evaluate their Careers teaching to meet the needs of their pupils.

The Personal Advisor from Services for Young People will attend the EHC plan meetings for pupils in Years 9, 13 and 14. This is to facilitate transitions to college with parents, the school and colleges.

5. Cross Curricular Links

Careers Education is cross-curricular, providing pupils with opportunities to use literacy, numeracy and communication skills in real life situations, some within the context of school and some in the local community.

6. Assessment

Teachers are required to provide evidence of pupil progression for each academic year across all subjects (progression from a starting point – September -July). Specialist teachers assess pupils across the school in their subject.

Teachers plan half termly across the curriculum subjects to ensure differentiated learning outcomes for all pupils. Teachers will use formative and summative assessment to inform



planning and ensure SMART and challenging learning outcomes are linked to planning and delivery. Teachers and TAs will use assessment for learning strategies to assess pupil progress throughout each lesson and the school day. The use of formative assessment for each child supports the monitoring of ongoing progress across a sequence of lessons. Evidence of progression will be added to Tapestry and shared with parents and carers.

All teachers use a consistent formative process to regularly set and review priority outcomes for pupils. Priority outcomes will be taken from the planning process above to ensure SMART and personalised learning outcomes. This process ensures that learning is meaningful to individuals and progress is made. The review of priority outcomes provides detailed qualitative evidence of pupil progression across all subjects and informs annual reviews and Education, Health and Care plans (EHCP). This process also ensures that pupils continue to be motivated and challenged within lessons as it will inform future planning and areas of practice that need to be developed to meet the needs of pupils.

Setting priority outcomes: A reflective annotation is written within Tapestry to provide a context to an individual's learning explaining;

- How, What, When - Context – How they have approached learning, the level of support the pupil has had, generalisation of skill, time frame. This is supported by media evidence which is shared by teachers and with parents and carers.

Teachers complete the Formative evidence of pupil progress form half termly. This form will provide pupil progress data highlighting how many priority targets were set and achieved. This enables the teacher and SLT to analyse the quality of the target and the progress made. This in turn will provide an insight into the quality of planning and differentiated delivery.

Evidence may take the form of a case study to summarise specific situations or events that have impacted an individual's education, such as, for example a significant trauma or illness that a pupil may have experienced during that academic year resulting in little or no progress. As our chosen best fit summative tool, teachers will assess termly using B Squared Engagement and Progression Steps. Information and data is held at school.

As a result of the data gathered teachers may use other tools that are more appropriate for individual pupils alongside which currently include the use of B Squared progressive criteria and or Routes for Learning (RfL).

Other assessments may include visual assessment tools, Childhood Autism Rating Scale (CARS), reading tests, receptive and expressive language tools (e.g. REEL) and Teacher Assessment. This data may determine movement to different educational provision, but consideration is given to the needs of the whole child and not just focused on assessment results. The functionality of pupils, their ability to regulate behaviour and to maintain skillsets is as much an aspect of attainment within the assessment and placement process as assessment results.

Routes for Learning (RfL)

Routes for Learning (RfL) is used as an additional tool to plan for progression for some identified pupils. RfL is a Welsh initiative developed by teachers to improve and assess social, communication and cognitive skills of learners with profound and multiple learning difficulties, and additional disabilities. Route Maps offer a number of pathways for learning, encompassing early developmental milestones. Each pupil following RfL has their own



personalised RfL Route Map. RfL complements our existing B Squared assessment tool by providing additional breadth to the early P-Level descriptors.

7. Pupils' Presentation and Recording

Pupil's work may be presented through:-

- Practical experience
- Demonstration
- Video
- Photo
- Oral/sign/gesture
- Pictorial
- Formal
- Computer generated/assisted with software 'Communicate in Print'
- Written

Achievements may be recorded and celebrated in:-

- Work Scrutiny files
- The Pupil Progress Evidence file – hard copies, photos and video.
- Annual Reviews
- Curriculum files/recorded data
- Parent teacher consultations
- Achievement assembly
- The giving of trophies and certificates.

8. Events for Parents and Carers

Transition from school to college and beyond is supported through a range of events within the academic year, which consist of:

- An Annual transition evening for year 9 – 14 parents which provides them with an opportunity to meet a range of providers and colleges.
- Year 11 transition workshop, which is an opportunity for parents to talk through both their young person's and the families hopes and fears for the future. This event is designed to support the early conversations around transition as young people move into post-16 provision at Amwell View School.
- Year 13 'Planning Live' is an event which enables pupils and their parents to meet with key professionals and organisations with the view to establishing what the 'perfect week' would look like after school. Each parent will have the opportunity to discuss provision with the following:
 - Local FE Colleges (HRC and Oaklands)
 - 0-25 Team
 - Services for Young People

9. Review Procedures

The policy is to be reviewed, by the co-ordinator, annually or earlier if necessary.