



# CAREERS POLICY

Policy Number	New or Reviewed	Date of next Review	Responsibility
HCP057	June 2019	June 2021	Principal

*Empowering learners to shape their future*

# HORIZONS COLLEGE

## CAREERS POLICY

### 1. Statutory Basis for Guidance

- 1.1 There is a statutory requirement to secure independent careers guidance for all year learners. The Special Educational needs and disability code of practice – 0 - 25 years Jan 2015 identifies - *Colleges and schools should raise the career aspirations of their SEN learners and broaden their employment horizons. They should use a wide range of imaginative approaches, such as taster opportunities, work experience, mentoring, exploring entrepreneurial options, role models and inspiring speakers.*
- 1.2 Career related goals may come in different guises for young people with learning difficulties, but they are all equally valid to the individual and their family. 'Careers' must be viewed in a wider context and more holistically to include the elements of 'Preparing for Adulthood'. For this reason, the careers programme focuses on preparing learners in four specific areas:
  - a. Work/employment and further education.
  - b. Independent living and living skills.
  - c. Community friends and relationships.
  - d. Good health.
- 1.3 Horizons College has a Career Strategy and a shared understanding and belief that all learners, regardless of their educational needs, can make positive and meaningful contributions to society, whether this is through paid work, voluntary work, part or full time or through joint community enterprise activities which benefit the local community.
- 1.4 Horizons College provides high quality careers guidance ensuring that learners are following a curriculum which is exciting, relevant and enables them to progress and achieve towards their aspirations and the long-term outcomes in their Education Health and Care Plan (EHCP). Careers education and guidance will be very individual taking into account different needs and aspirations.

### 2. The Curriculum

- 2.1 Underlying threads of careers will include:
  - a. Developing learners through careers, employability, enterprise, Personal, Social, Health and Economic Education (PSHE) and Spiritual, Moral, Social and Cultural Education (SMSCE).
  - b. Learning about careers and the world of work.
  - c. Developing career management and employability skills.
- 2.2 The national careers framework does not explicitly reflect the needs of learners with

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severe learning difficulties in its current form (Talentino - 2016), therefore Horizons College will use the framework in an adapted form, by applying the learning outcomes when they are relevant and differentiating activities to suit the needs of each learner.

## 3. The Gatsby Report

3.1 Horizon College aspires to achieve the 8 benchmarks identified in the Gatsby Report 2014:

a. A Stable Careers Programme:

- At Horizons College, the delivery methodology of a careers programme will be different although will be relevant, acceptable and of equal value to the more conventional understanding of 'careers';
- Horizon College will have an embedded programme of career education and guidance that is known and understood by learners, parents / carers, Tutors, Governors and employers;
- Careers at Horizons College is fully embedded into the curriculum and is essentially driven by learner aspirations through their ECHPs.

b. Learning from Career and Labour Market Information:

- Every learner, and their parents / carers, 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;
- Horizon College has a dedicated transitions team. Their role is to ensure learners, parent / carers have information about education options and have opportunities to visit;
- Horizon College has partnerships with a range of advisors including social workers, employers, health professionals etc. all of whom are able to advise on different services, pathways and routes available. Some parents / carers are instrumental in setting up work placements as locality and familiar settings are very important to sustainability.

c. Addressing the Needs of Each Learner:

- Learners have different career guidance needs. Opportunities for advice and support need to be tailored to the needs of each learner. Horizon College's careers programme will embed equality and diversity considerations throughout;
- Each learner accesses careers in their own way, at their own pace with individualised resources, provisions and level of support. Some learners focus solely on the skills required for work, independent living etc. in a familiar Horizon College / Provisions setting, whilst others also participate in longer term work placements with local employers. All types of learning opportunities and

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- placements are tailored to the needs of learners;
  - Learners with more profound needs contribute extensively to community enterprise projects and to developing the skills such as communication, self-advocacy and choice making which help them to be involved in decision making in their lives as adults;
  - All Tutors will link curriculum learning with careers;
  - Science, Technology, Engineering and Mathematics (STEM) subject Leads should highlight the relevance of STEM subjects for a wide range of future career paths;
  - Maths and Science are taught explicitly and as embedded skills into work and independent living. For example, by developing money skills whilst working at a town coffee shop.
- d. Encounters with Employers and Employees:
- Every learner will have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This will be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes;
  - Employers engage with the Horizon College and learners in many different ways, most often, in their own context. This approach is most effective as learners are able to make a real link between learning from an employer and the type of work involved;
  - Examples include learning about working in a fire station – Learners in the Salamander group, learning about reception work from the Horizon College Receptionist.
- e. Experiences of Workplaces:
- Every learner should have first-hand experiences of the workplace through work visits, work shadowing and / or work experience to help their exploration of career opportunities and expand their networks;
  - As Horizons College is totally committed to providing good quality work places, where staff have the expertise to support and coach learners in their workplace, it provides many work places within its own range of Uplands Educational Trust provisions.
- f. Encounters with Further and Higher Education:
- All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in Horizon College, colleges, universities and in the workplace;

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- Horizons College ensures that, where possible, learners are able to understand the range of learning opportunities available. A range of parties including parents / carers, the transitions team, Tutors and a wider professions are able to act in a learner's best interests when learning about and understanding the range of options available. Where decisions cannot be made based on learner understanding these decisions are made by a group on their behalf, with positive life outcomes at the core of decision making.
- g. Personal Guidance:
- Every learner should have opportunities for guidance interviews with a career adviser, who could be internal (a member of Horizon College 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 learners but should be timed to meet their individual needs;
  - All learners have opportunities for guidance through their annual review processes and intervention of external professionals.

## 4. Enterprise

- 4.1 Enterprise at Horizons College has a high profile. It not only aims to develop the type of skills needed for work, but also the qualities that give individuals a positive outlook, confidence, the ability to stay motivated and an awareness and willingness to do things that can be done to benefit the local community. Enterprise may take the form of individual work, class projects or whole Horizons College themed events.
- 4.2 Enterprise and 'work' activities are aimed to capture the imagination of the learners and to mean something to them and their families and local networks. They are embedded into a wide range of curriculum areas. Examples include but are not limited to:
- a. Raising money for charity through making products to sell.
  - b. Working on the Uplands Educational Trust (UET) farm.
  - c. Working in UET charity shops.
  - d. Recycling, photocopying.
  - e. Working in and on the local radio.
  - f. Making cakes and hosting a weekly coffee shop for the public.
  - g. Embedding a wide range of work related skills into everyday subjects through the Horizons College Skills Framework.
  - h. Embedding functional literacy, numeracy and ICT into everyday tasks and Horizon College subjects.
  - i. Travel training to work placements / Maryfields Living Centre.

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- j. Community Skills.
- k. Partnerships such as those with employers and the National Careers and Enterprise Company and the local authorities.

## 5. Independent and impartial Advice and Guidance

- 5.1 As a Special Educational Needs (SEN) College 'Careers' may take varying forms. Horizons College considers that families also require good quality, impartial guidance. This advice comes from many sources including Tutors, multi-agency professionals, Horizons College Transitions Team, Local Authorities, Adult Social Care, employers etc.
- 5.2 Access and advice regarding options on leaving Horizon College - this guidance will include guidance to families and carers from in-house staff and external guidance from professionals in the field of employment and SEN.
- 5.3 Horizons College staff and the transitions team will lead the annual review of EHCPs including setting of and reviewing long term outcomes and 12-month targets. This process will be led by the Horizons College Transitions Team and involve social care, health and everyone involved with the learner. As they progress onwards through Horizon College outcomes will increasingly relate to adult life including work and independent living.
- 5.4 Providing guidance including guidance on financial support that may be available
- 5.5 Wider professionals will advise, through the annual review process and referral about the Mental Capacity Assessment, Adult Self-Assessment, Carers Assessment etc.

## 6. Work Experience

- 6.1 Work experience will be very individual in timing, length, type, level of support and location – all these factors will be determined by the aspirations, long term outcomes and needs of the learner.
- 6.2 All work experience placements will be risk assessed, checked for insurance liability and monitored by visits. Learning will be mapped through appropriate accreditation.
- 6.3 Generally, learners will be supported by Horizons College staff. Where it is felt appropriate this support may be reduced over time.

## 7. Progress

- 7.1 Progress in careers is monitored in the following ways:
  - a. Progress towards individual outcomes in EHCPs.
  - b. Progress towards the acquisition of skills using the Skills Baseline Assessment as a measurement tool. Skills include employability, enterprise, communication and working with others

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- c. Progress towards appropriate external accreditation.
- d. Progress towards increased self-awareness and community awareness.
- e. Progress towards functional literacy and numeracy – B squared and Gateway English and Maths qualifications.
- f. Progress towards developing attributes and attitudes linked to the main themes of PHSE:
  - Health and wellbeing;
  - Relationships;
  - Living in the wider world.

## 8. Staffing Roles

### 8.1 Local Governing Committee (LGC):

- a. The LGC should review and approve the Careers Education policy on an annual basis, ensuring that it meets statutory requirement as defined by the Department for Education (DfE).

### 8.2 Principal:

- a. The Principal oversees Careers across Horizons College.

### 8.3 Careers Lead

- a. The Careers Lead will manage the contributions both of staff from within the school and of external partners, including providers of careers guidance services and employers, into a coherent careers programme for young people.

### 8.4 Senior Leadership Team (SLT):

- a. The SLT will ensure that Careers Education is delivered in accordance with the statutory framework, develop partnerships with employers, work in collaboration with the National Careers Advisory Service and develop Continuing Professional Development (CPD) linked to careers and work.

### 8.5 Tutors:

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- a. Tutors will plan and deliver the Careers programme in various contexts including PSHE, life skills and work-related learning.

## 8.6 Wider Professionals:

- a. Professionals will work with individual learners and their families to provide impartial independent advice and guidance.

## 9. Related Policies and Documents

### 9.1 The following policy relates to this policy:

- a. Curriculum Policy.

## 10. Staff Training

### 10.1 Staff will be trained in aspects of careers through staff meetings, twilight and ongoing training. Examples include:

- a. Facilitating reviews.
- b. Outcome setting.
- c. Effective support on work placements.
- d. Mapping learning to accreditation.
- e. Mapping learning to the skills framework.
- f. Support and mentoring through new annual review processes such as conversions.

### 10.2 In planning the Careers strategy Horizons College SLT will adhere closely to the Careers Standards however and adapt them as appropriate to the needs of SEN learners.

## 11. Monitoring and Evaluation

### 11.1 The SLT will evaluate the programme in different ways:

- a. Through a Horizon College audit using the Careers matrix and mark as a guide (although this will need to be extensively adapted to meet the needs of the learner group).
- b. Work placement evaluation forms.
- c. End of year learner general questionnaire.
- d. End of year parent / carer questionnaire.
- e. End of year staff questionnaire.



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- f. End of year review of 'what went well, could be improved' audit.

## 12. Policy Review

- 12.1 This policy has been produced in consultation with the Principal and SLT at Horizons College and has the approval of the LGC. A copy of this policy is available to all who request it. It will be reviewed on a regular basis to ensure that the aims, objectives and adopted strategies remain relevant to Horizons College.
- 12.2 Key documents, statutory guidance and terms of reference linked to Careers at Horizons College Horizon are:
  - a. Career Guidance and Access for Education and training providers (January 2018);
  - b. SEND Code of Practice (January 2015);
  - c. Framework for careers, employability and enterprise education;
  - d. The Quality in careers standards;
  - e. The Lord Young Report – Enterprise for All (2014);
  - f. The Gatsby Report (2014);
  - g. The Same and Different (Talentino, 2016);
  - h. PSHE Curriculum (PSHE organisation, 2017).

Signed ..... Principal

Signed ..... Chair of Governors

Date .....