



Watermill School

Careers Education Policy

(Including Provider Access Policy)

Policy Information		
Policy Author: Matthew Coupe Governing Board approval date/date policy is in effect from: July 2019		
Latest Review information:	Summary of amendments	Date of next review:
Date: Sept 2023 Name of reviewer/s: Matthew Coupe	Amendments to reflect most recent Government Guidance and Provider Access Legislation and review of curriculum map.	September 2024

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Vision and Purpose

1. At Watermill, we believe that our most fundamental function is to prepare our young people for what comes next in their lives, and for helping them to develop the skills to become as independent as they possibly can be into adulthood.
2. For a majority of our pupils we believe that this can and should include moving into paid employment in adulthood, and we intend our Careers programme to inspire and prepare our pupils to achieve that goal.
3. Through the Careers programme, set out in the appendices to this document, and with the support of the Careers service and other important partner agencies and local businesses, we intend to foster and develop a philosophy of aspiration amongst our staff, our pupils and their families to the point where we all start from an expectation of employment for almost all of our pupils.
4. Pupils will be supported in developing an aspiration of employment by being helped to understand the benefits, be they financial, societal or those associated with improved well-being and mental health, of contributing to the workforce.
5. The Careers programme is intended to support pupils to better understand the opportunities that they are able to choose from as they leave Watermill and take their next steps. It seeks to help develop realistic ideas about potential future employment choices and to develop the transferrable employability skills that will widen that realistic choice for them.

“...learners are finding out who they are, who they possibly could become and where they might fit into the world! Their thinking advances from magical, association based thinking to concrete, linear and sequence based thinking”

- Career Development Framework-Handbook for Primary Schools.(Oct 2021)

Local and National Expectations.

6. We are committed to meeting the requirements and expectations laid out in the Governments’ career strategy (Dec 2017) by giving due regard to the DfE statutory guidance document, “Careers Guidance and Access for Education and Training Providers.”. (January 2023)
These requirements are:-
 - Schools and colleges should always focus on the student and what is best for them.
 - Schools ensure that pupils are provided with independent careers guidance from year 8 to 11.
 - To ensure that there are opportunities for employers and education and training advisors to have access to pupils from year 8 for the purpose of informing them in regard to qualifications and apprenticeships.
 - To publish a policy statement for provider access on the school website. (See appendices).
 - To use the Gatsby Benchmarks and comply with them in full where appropriate.
 - To build in the opportunity for our pupils to meet with or visit at least one employer or place of work each year from year 7 upwards, where this is appropriate.
 - To appoint a named Careers leader to lead the careers programme.

- To publish details of our careers programme for access by young people and their carers.

Challenges

7. All pupils who attend Watermill School have Special Educational Needs or Disabilities (SEND). Whilst the profiles of individual pupils vary very widely, pupils with SEND are, traditionally, much less likely to maintain a job than their mainstream peers.
8. A significant proportion of our pupils live in houses where no adult is in employment. We understand that the reasons for this can be complex, but we are also mindful that,

“Children who grow up with workless parents are more likely to be workless themselves as adults, in comparison to children who grow up with working parents”
- (Gregg et al, 2017; Schoon et al, 2012).

We believe that breaking the cycle of worklessness, where it does exist, is of the utmost importance and can impact positively, not only on our pupils, but on generations of their families to come.

9. “We know that all young people face challenges in finding employment, but for the 14% of young people with special educational needs and disabilities, finding a job is even more complicated. Many of them face unique challenges in progressing from school to further learning and the workplace.”

- Claudia Harris (Foreword to the SEND Gatsby Benchmark Toolkit- 2019)

Current priorities

10. Our careers strategy is informed by these current priorities:
 - supporting and developing individual aspirations, improving attainment and ensuring positive destinations
 - meeting the needs of specific groups including looked after children, young carers, and children from economically-deprived backgrounds
 - developing learner’s career aspirations and skills, especially those associated with perseverance, self-reliance, resilience, independence, problem-solving, engagement and employability
 - improving young people’s opportunities for a working life by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid or voluntary work; achieving their own personal best and recognising their place in the community.

- developing the use of a range of resources to meet young people's career development needs in conjunction with face-to-face support
- working with parents/carers, alumni and education, community and business partners to meet students' career development needs

Strategy

11. In order to meet the objectives of this policy we will ensure that:-

- The Careers programme in school will be guided by a named member of the Governing body, who will assume a strategic interest and encourage employer engagement. It will also have the backing to deliver Careers Guidance across all eight of the Gatsby Benchmarks, of a named member of the Senior Leadership Team, and will be led on a daily basis by a named Careers Leader.
- Independent careers advice is commissioned which provides pupils with unbiased understanding of the "next step" and career choices available to them.
- The career leader and where appropriate the SLT lead will liaise with representatives of the Careers and Enterprise Company, The Careers Hub and the school's Enterprise Advisor to ensure best practice and most up to date advice with regard to local priorities.
- Pupil understanding of the world of work develops by exposing them to a significantly increased number of carefully planned, meaningful employer contacts in their time at school, beyond the 1 contact per year (in KS2 and 3) mandated in the Gatsby Benchmarks. Employers and other appropriate visitors will be asked to help us improve the way we work with them in future, to make it easier and more effective for them to work with our pupils.
- Parents and carers will be supported by school, to understand what choices exist for their children when their time at Watermill comes to an end. They will be encouraged to see the benefits to their children of a working life, and be asked to help us to improve our offer by providing us with their feedback.
- Where close working relationships with employers have become more difficult, we will continue to innovate creative solutions to ensure our pupils have as many opportunities to learn from as wide a collection of suitable sources as possible.

Appendix A.



Watermill School: Provider Access Policy

Introduction

At Watermill school we aim to provide a wide range of opportunities for our pupils to develop their preparation for adulthood and their understanding of the world of work. In order to meet this aim, we are constantly looking to develop working relationships with employers and training providers so that our pupils understand the options that exist for them as they leave us at the end of year 11.

Through our work with committed employers and training providers, we hope to increase awareness of the value that young people with special educational needs can add to their organisations, and support them to understand the range of roles that our pupils are ideally suited to take on as young adults.

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

Pupil entitlement

All pupils in years 8 to 11 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 available to them.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11).

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to

Appendix A(cont.)

- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils.

Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the Making it meaningful checklist.

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

Previous providers

In recent years we have invited the following providers from the local area to speak to our pupils:

Emma Bridgewater	Port Vale F.C.	Newcastle College
The Army	Stoke City F.C.	Stoke on Trent 6 th form college
Keele University	Equans	Abbey Hill FE
Police Service,	NCS	Regent College
	Newfriars FE	

Destinations of our pupils

Last year our year 11 pupils moved to range of providers in the local area after school:

Regent College	Abbey Hill FE	Newcastle College
Newfriars FE		Stoke on Trent 6 th form college

Management of provider access requests**Procedure**

A provider wishing to request access should contact;

Matthew Coupe,

Deputy Head Teacher and Careers Lead

Either by **phone** on 01782 883737 or by **email** at mcoupe@watermillschool.co.uk

Opportunities for access

Appendix A (cont.)

The school offers the four provider encounters required by law (marked in bold text) and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to pupils and their parents or carers, and will work with providers who can offer our pupils the opportunity to visit their settings.

Please speak to our Careers Leader to identify the most suitable opportunity for you.

Appendix B- Cohort break down and destination data.

Pupils leaving in the July of...	Number of pupils in year group	A*	B*	C*	SOT college	Landau foundation	NUL college	Abbey Hill FE	New Friars	Kemball FE	Regent College	NACRO	Juniper Training	PM Training	Martec engineering	Employment	Specialist FE college (out of county)	NEET
2023	21	4	10	7			5	1	14					1				0
2022	25	1	6	18	3		3	8	8		2							0
2021	26	1	5	20	2	1	1	8	7							1	6	0
2020	13		4	10	1		1	4	5								2	0

*Pupils in group A are pupils who are most usually members of our PMLD, Sensory or Communication classes and are pupils who were not yet engaging in subject specific learning at the time they left year 11.

*Pupils in group B are pupils who are most usually members of our Secondary Pathway 2 classes. As part of their curriculum, these pupils will have worked to develop the “Essential Employment skills” referred to in paragraph 10. Pupils in group B will also be included in the more formal curriculum of group C where appropriate.

*Pupils in group C are pupils who are most usually members of our Secondary Pathway 3 classes. In addition to those skills covered by group B, they will also have taken part in a more formal Careers curriculum.

Appendix C- Key terms and programmes explained.

Term or programme	Explanation	Who it applies to
The Gatsby Benchmarks	This is a set of guidelines which the Government recognise as best practice. As a school we can see how closely we are meeting each guideline and take steps to improve, where needed.	The benchmarks apply across the school.
Travel Training	To support our pupils in becoming as independent as possible, key staff will work with them in either very small groups or one to one. With staff, pupils use public transport of various kinds, sometimes with a view to developing general understanding, and sometimes to practice specific routes for example, from home to college and back.	Travel training happens in year 10 and 11. Pupils are included in the programme following discussion with parents and carers.
LEP	Local Enterprise Partnership. The LEP works with local businesses and feeds into careers programmes by helping us to understand where there might be jobs for our young people.	Advice to school.
Employer contacts	We use this term to refer to those times where our pupils either visit places of work or meet employers elsewhere, for example at trade-fairs. Often this will include a chance to ask questions or find out more about the jobs that an employer offers.	Pupils undertake these types of visit throughout school, but the number of these visits increases throughout key stage 4.
The Skills-Builder programme	This is a programme which offers staff a way of focussing on, and assessing progress in those skills which employers find useful in their employees. The skills are broken down into the 8 areas listed in appendix D.	Used to supplement learning both in Careers lessons and across the curriculum.
Pupils who are “not yet engaged in subject-specific learning”	The phrase refers to those pupils whose learning difficulties mean that they are unable to access the lowest levels of subject specific learning and who are, instead, assessed against the 7 areas of engagement (responsiveness, curiosity, discovery, anticipation, persistence, initiation and investigation). Pupils working at this level	Some pupils in our “Sensory or Communication” learning Pathways.

	will continue to consolidate their levels of engagement. For a minority of our pupils this will continue throughout a young person's time at Watermill.	
NEET	Term used to describe young people who are "Not in Education, Employment or Training". Schools and Local Authorities work hard to ensure that this number is as low as possible.	See table in Appendix B.

Appendix D

We're proud to be part of the



**... ensuring our students
build the eight **essential skills**
for success at school and beyond.**



skillsbuilder.org