

Shorefields School

CAREERS GUIDANCE STRATEGY 2020 - 23



Current Status:	On-going	Last Reviewed:	09/09/2020
Responsibility for Review:	Peter Norfolk	Next Review:	09/09/2023
Approval:		Originated:	

Our Vision

Our vision for Careers Guidance at Shorefields School is:

Careers Guidance at Shorefields School supports our young people to gain the confidence and motivation that they need to prepare them for the opportunities, responsibilities and experiences ahead.

This strategy sets out a clear plan on how we intend to work towards meeting this vision in the short, medium and long term. It is to be read in conjunction with our careers policy and programme that can be found:

<http://www.shorefields.essex.sch.uk/page/?title=Careers%2FTransitions+Support&pid=30>

Objectives

- *Empower young people to plan and manage their own futures*
- *meets the eight Gatsby benchmarks for good career guidance as recommended by the Department of Education Careers Strategy 2018*
- *work towards becoming recognised as a leading school in CEIAG for SEND in the Tendering area*
- *Respond to the needs of each learner*
- *Provides comprehensive information and advice*
- *Raise aspirations*
- *Actively promote equality of opportunity and challenges stereotypes*
- *Help young people to progress*
- *Enables all learners to reach a positive destination in learning, training or continuous development after Year 14*
- *Work towards gaining the 'Quality in Careers Standard' accreditation, the nationally recognised award for CEIAG in English Secondary Schools*

We will monitor and evaluate our progression in achieving these aims on a termly basis and reviewed annually.

Our Strengths

- *Work experience- external/in house and providers/further education experiences*
- *Good working relationships with stakeholders*
- *Employer encounters*
- *Links with FE and 19+providers*
- *High level of support for parents and carers*

Development Plan: Shorefields School

The strategy sets out where Shorefields School is currently, using the Gatsby Benchmarks to explore what we currently do and what we need to do next. The strategy goes on to describe the key objectives in detail and explain how different stakeholders involved in careers and Transitions will work together to achieve these objectives over the next 3 years.

The SEND Gatsby Benchmark Toolkit, which was created collaboratively by TALENTINO, CDI (Careers Development Institute and the Careers & Enterprise Company states that:

“There is a consensus that the Gatsby Benchmarks are appropriate for all students, although we recognize that some flexibility should be applied when using the Gatsby Benchmarks with students with PMLD/ Highly Complex Needs.

<p>Benchmarks, as they are referred to in a mainstream setting</p>	<p><i>“The analysis of the Gatsby Framework using the content devised for the Special Schools version of Compass identified that the following changes could easily be made and located within a broader guidance document and the essence of all the Benchmarks themselves can stay intact:”</i></p>
<p>1. A stable careers programme: Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<p>The content of a holistic careers programme to reflect the core themes of the Preparation for Adulthood programme including employment health, independent living, education, housing options, relationships, community</p>
<p>2. Learning from career and labour market information: Every student, and their parents, 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.</p>	<p>The aim remains the same, but the content will reflect the relevant information that the cohort and their family needs</p>
<p>3. Addressing the needs of each student: Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school’s careers programme should embed equality</p>	<p>The aim remains perfectly aligned and needs to refer to the multiple statutory planning processes and achieving participation of students</p>

and diversity considerations throughout.	
4. Linking curriculum learning to careers: All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	The language does need to reflect this group more strongly and the interpretation of the subjects English, Maths and Science must reflect a cross curricular approach as opposed to the hard-core subject matter
5. Encounters with employees and employers: Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	The aim needs to be re-framed possibly as a two-way learning for employers and the activities to reflect the types of destinations for this cohort
6. Experiences of workplaces: Every student 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.	The recommendation is to follow the same approach as with Benchmark 5 with an enhanced focus on Enterprise.
7. Encounters with further and higher education: All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	Universities / HE has already been removed and the inclusion of the wider range of destinations and young people's transition into them need to be highlighted
8. Personal guidance: Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made	The focus has been on generating internal qualified Careers Advisers and the advantages to their being in place for this cohort

Results from Compass | Date: 4th March 2020

Benchmark & score	1. A stable careers programme 88%
What we do well	We have a careers programme that includes all students from year 7 onwards. The programme is: Written down. Approved by the board of governors. Allocated resources.

	<p>Explicitly backed by the senior leadership. Has systematic monitoring in place. Both strategic and operational elements. Published on our website. The school website has careers & transition information. That is specifically aimed at: Teachers, Employers (Providers) Parents and cares. The programme is evaluated for effectiveness, using systematic feedback from: Teachers, Employers (Providers) Parents and cares. It has an identified Careers leader who has achieved the Career Development Institute approved level 6 training in careers leadership and has strategic responsibility for overseeing the programme.</p>
Areas to improve	<p>Careers and transition information on our website to needs to also be aimed at students. (Virtual transition even added to the schools website on 13/11/2020)</p> <p>We also need to use systematic feedback from students to evaluate our programme.</p> <p>Ensure all teaching staff are aware of the careers strategy. (Updated Strategy and Policy emailed to teaching staff on 04/12/2020)</p> <p>Develop a shortened student friendly version so that students understand what to expect from their careers programme.</p>
Actions	<p>Review the careers and transition links and information and explore if there is any that are more suitable for to be used by our students, Look to use technology to create a simple survey that our students can evaluate the school's careers and transitions activities.</p> <p>Finding new ways to ensure teaching staff are aware of the careers strategy.</p> <p>Look for ways to make a student friendly versions of careers programmes have been done at other SEND schools and see if we can use their example to create our own.</p>
Outcomes	<p>Ensuring the school's Careers policy and programme is reviewed and amended using feedback from everyone. The ability to demonstrate an approach of continuous improvement to the careers offering.</p>
Lead	Peter Norfolk
Others involved	<p>Students SLT Teaching staff Employers and 19+ providers.</p>
Timescales	By the end of 2023

Benchmark & score	2. Learning from career & labour market information 100%
What we do well	<p>Relevant and up to date labour market information is accessible to Students, Teachers, Parents and Carers in a variety of different medias. These are: Display in the entrance of the school.</p> <p>Both hard and electronic copies of the school's Moving on and Transitions Directory are made available to all. Pupil, staff and parent, carers are invited to attend careers and transition (Moving on coffee morning) events.</p> <p>A range of electronic resources are available on the schools website.</p> <p>We also actively work with the Transitions Social Care Team.</p> <p>Future options are fully discussed during annual reviews and careers interviews, so that steps can be put into place to meet the aspirations of the students and their families.</p>
Areas to improve	<p>Ensures the majority of students have used up-to-date career & labor market information to help inform study/career decisions. (Virtual transition even added to the schools website on 13/11/2020)</p> <p>Develop a bank of physical teaching and learning resources accessible to all teaching staff. (A careers resources in Teacher shared area on server)</p> <p>Bring back alumni who are in employment or training, or offer other work-related opportunities to inspire students of their future potential. This is an effective way of sharing information about potential opportunities.</p> <p>Work with SEND charities, foundations or organisations with a deep knowledge of the career landscape and who actively use LMI to successfully find workplaces, experience and internships for students with SEND, such as BASE (British Association for Supported Employment).</p> <p>Develop role-play activities relating to different work settings and organize visits or guided tours of workplaces.</p> <p>Use the skills and professional knowledge base to provide opportunities for a local business to learn more about disability and diversity. Ask them to give talks to our students about the work they do.</p> <p>Use the connections available through your staff. Leveraging friends and family networks can be a soft landing to engage with employers who can help raise aspirations and provide insight into the labour market and opportunities available.</p>
Actions	To continuously update and review to school careers and transitions directory and ensure that all information in the entrance is current and up to date. (Transitions directory updated 11/12/2020)

	<p>Invest time and resources in purchasing, making and reworking others careers related schemes of work, and careers related learning materials.</p> <p>Make focused efforts to maintain good relations with alumni, with the aim to be able to ask them to share their experiences with current students and their families. (Destination Data Consent Form introduced 04/12/2020)</p> <p>Research suitable charities and foundations or organisations to approach, in the hope that they will be willing to share their knowledge and the school.</p> <p>Explore the possibility of careers related performing arts lessons and expand on those through real life experiences in the work place.</p> <p>Create better links with local business; encourage them to become invested in the school and its students.</p> <p>Encourage the school staff to become more involved with the careers provision, by asking for their assistance with getting local businesses to learn more about our students, and by doing so promote understanding and diversity.</p>
Outcomes	Students to receive appropriate careers and labor market information.
Lead	Peter Norfolk
Others Involved	Class teachers,
Timescales	By the end of 2023

Benchmark & score	<p>3.</p> <p>Addressing the needs of each pupil</p> <p>100%</p>
What we do well	<p>The school is now collecting and maintaining accurate data for each pupil on their destinations for 3 years after they leave school and share this data with the local authority. A destination data table has been created for the leavers of 2018, 2019 & 2020. This is now on the server for staff to access.</p> <p>Wherever possible, students have lasting provider placements as part of their core offer. These are supported by skilled staff and are interconnected to securing positive and fulfilling outcomes.</p> <p>Linking with Local Preparing for Adulthood Advisor and Adult Transitions Social Care Workers to explore individual options for students leaving The school.</p> <p>Session plans and resources are differentiated based on the needs of students.</p> <p>Use the Compass evaluation tool to assess how well existing provision meets the needs of all students.</p>

	We have a careers week to explore a variety of jobs and opportunities
Areas to improve	<p>Continue to collect and maintain accurate data for each pupil on their destinations for 3 years after they leave school. Use this data to evaluate and develop the school careers programme and provisions.</p> <p>Develop suitable Vocational Profiles so that students can document their Individual skills, abilities, interests, aspirations, and needs in relation to future opportunities.</p> <p>Develop a method of tracking Pupils' progress through the Careers Education Framework.</p> <p>Develop and diversify the destination data for Shorefields, so that students transition to a variety of destinations to meet their long-term aspirations and needs.</p>
Actions	<p>To continuously update and review to school careers and transitions directory and ensure that all information in the entrance is current and up to date.</p> <p>Invest time and resources in purchasing, making and reworking others careers related schemes of work, and careers related learning materials.</p> <p>Make focused efforts to maintain good relations with alumni, with the aim to be able to ask them to share their experiences with current students and their families.</p> <p>Research suitable charities and foundations or organisations to approach, in the hope that they will be willing to share their knowledge and the school.</p> <p>Explore the possibility of careers related performing arts lessons and expand on those through real life experiences in the work place.</p> <p>Create better link with local business; encourage them to become invested in the school and its students.</p> <p>Encourage the school staff to become more involved with the careers provision, by asking for their assistance with getting local businesses to learn more about our students, and by doing so promote understanding and diversity.</p>
Outcomes	Students to receive appropriate careers and labor market information.
Lead	Peter Norfolk
Others Involved	Class teachers,
Timescales	Destination data collected and maintained continuously.

Benchmark &	4.
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score	Linking curriculum learning to careers 100%
What we do well	<p>The school recognises that the reach of subject teaching is far greater than what can be achieved through a few careers education sessions.</p> <p>Teaching staff have had training that highlights why it is imperative to have careers as a cross-curricular subject in the school curriculum. Giving our young people access to both work-related experiences and explicit skills, alongside ensuring the subject curriculum relates to the workplace.</p> <p>Our careers programme also incorporates a broader curriculum of independent living skills, social skills and travel training delivered by regular staff at school or by employer volunteers or mentors.</p>
Areas to improve	<p>Enterprise activities run through the school at various times throughout the year that link to school events.</p> <p>Greater careers links made during other themed weeks i.e. Science Week/Enrichment Weeks.</p> <p>Develop a range of links with different industries so that students gain experience in different sectors.</p> <p>Profile of careers to be raised through departmental meeting, strategy to be regularly shared with staff, so that everyone understands their role.</p>
Actions	<p>Follow up on where the CEC (careers enterprise company) are with finding the school an Enterprise Adviser and Enterprise Coordinator, who will be keen to work with us in linking curriculum learning to careers,</p> <p>More focus is needed to link Careers to STEM subjects throughout the school. Using “The Real Game” and visiting Kidzania, would go towards this. (planned visits to Kidzania in June/July 2021 paid for with Jack Petchey award money)</p> <p>Encourage a Push on PHSE and bring PHSE related subjects into English, Maths and Science with cross curricular links, for example: English – Life Skills such as social stories Maths – Life Skills such as Travel , being part of an Enterprise team Science – Life skills such as cooking</p>
Outcomes	<p>For the majority of the Shorefields students to have careers related learning integrated in their English, Maths, Science and PSHE lessons.</p> <p>Having more Career-relevant learning will improve our young people’s motivation and engagement in learning.</p>
Lead	SLT Class teachers Support staff
Others Involved	Peter Norfolk
Timescales	By the end of 2023

Benchmark &	5.
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score	Encounters with employers & employees 100%
What we do well	<p>The school runs an annual transition event (Moving on coffee morning) where all students from years 9 and upwards are encouraged to attend. All parents from these years are invited to attend.</p> <p>Students participate in an annual Careers Week where they access employment based activities and have encounters with different employers, all at a level that is appropriate to their individual needs.</p> <p>The school is very creative around developing opportunities and those that can involve employers could revolve around life skills. These include: shopping, money, travel, leisure activities, going to appointments, cooking, independent living skills, and communication skills, using technology, confidence building, visiting places of interest and social skills.</p>
Areas to improve	<p>Offer training and support and help employers understand more about your students with SEND, through community activities.</p> <p>Use our network of staff, friends and family who are connected with the school to find employers who are positive about supporting employer engagement activities.</p>
Actions	<p>Arranging class visits to local businesses over the year and more visiting speakers into the school.</p> <p>Ensure all classes have at least one encounter with an employer/employee annually and monitor and evaluate its success.</p> <p>Arrange for students who have left the school (alumni) to return and share their experiences with our current students, particularly about their transition from school to where they are now, and the impact this has had on their lives.</p>
Outcomes	Structuring employer encounters within the school curriculum strengthens aspirations and attainment and provides support as students take action to achieve their full potential. It is fully in tune with the culture of high expectations and person-centered approach set out in the SEND Code of Practice.
Lead	Peter Norfolk/Class teachers
Others Involved	All staff
Timescales	By the end of 2023

Benchmark & score	6. Experiences of workplaces 100%
What we do well	As part of the school annual careers week, the school invites a range of different businesses in to the school. This has been successfully done through careers weeks "vehicle day" where a company brings in a vehicle they use for their business onto the school playground. This gives all of our students the opportunity to explore each company and what they do at a level that best suits them and their needs.

	As suggested in the “The SEND Gatsby Benchmark Toolkit” under the “Young people with PMLD / Highly Complex Needs and using the Gatsby Benchmarks” section. The school has “reframed” the experiences to likely possible destinations of our students. The school now runs its own “Provider Programme” that gives its students the opportunity to have meaningful and prolonged experiences at local service providers. Resulting in the collation of evidence that can be used to help secure funding and ensure a future placement for a young person, is successful and appropriate. The school has a history of finding more traditional “work experience” placement for those students that it is deemed appropriate for. This has included opportunities at ASDA, Sainsbury’s and Waffle On Café.
Areas to improve	Encourage the school as a whole to partake in more Enterprise activities. Enterprise is a powerful and authentic experience for a young person with PMLD /Highly complex needs and is a great way of involving employers on site at school or a combination of on site in school and at the employer’s workplace. Employers can be coached to understand how to appreciate the ways that students register their level of engagement. For example, as part of the Enterprise project, levels of engagement can be identified as : Encountering an activity / experience in a familiar environment – pupils engage in familiar activities within the enterprise environment (for example a new area is set aside for the enterprise activity to take place) Anticipating the environment using transitional cues – Pupils show anticipation by responding appropriately to the transition cues (for example within the new area, a new enterprise activity involving an employer is introduced) Participate in shared familiar activities within the new enterprise-based environment – Pupils require reduced support to settle to familiar activities in the new environment (for example, the enterprise activity starts in the new environment with employers present and participating). Consider the school as a real work place, and where possible give students the opportunity to have in house work related experiences.
Actions	Investigate suitable enterprise curriculums for those with PMLD students and those with complex needs. (Talentino?) Students from years 11 -14 to have time tabled experiences working in the schools sunflower café. Look to involve other areas of the school in meaningful work related experiences; This could be the kitchen, office and grounds management. Ensure more of the school educational visits incorporate careers in some capacity.
Outcomes	All Students to have meaningful experiences with places of work. Effective workplace experiences can be incredibly rewarding for everyone involved. For students with the most severe learning difficulties, internal work experience can provide similar effects to external experiences and help them develop work-related skills, confidence and Self-esteem.
Lead	Peter Norfolk
Others Involved	All staff and stakeholders
Timescales	By the end of 2023

Benchmark &	7.
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score	Encounters with further and higher education 100%
What we do well	<p>Throughout years 13 and 14, students get the opportunity (where appropriate) to make visits to a range of further educational settings. These include ACL. Colchester Institute and Otley college (Now Suffolk one)</p> <p>The school hosts a yearly transition event called “The moving on coffee morning “., where students and parents from year 9 upwards are invited. Here they can meet representatives from local college and higher education establishments. As part of the careers week, the school has also had an event where these educational establishments were invited in to school to give presentations about what they can offer to our students and their parents.</p> <p>Information on all of the local further educational options can be found in the schools “Moving on and Transitions Directory” This is given out as a paper copy at EHCP meetings and a digital copy can be found on the schools website. It is reviewed and updated as often as possible.</p>
Areas to improve	<p>Create a virtual transitions information page on the school website. Here students and parents will be able to view virtual tours and presentations from local colleges, further educational establishments, social care pathways, Support groups and services. (Virtual transition even added to the schools website on 13/11/2020)</p> <p>To investigate what opportunities local universities have for students with SLD and PMLD.</p>
Actions	<p>Work collaboratively with other local SEND schools to collate the required resources to create a virtual transitions information page on the school website.</p> <p>Make Shorefields own virtual tour and presentation to be sent to the providers involved as an example of what is required. Once we have enough virtual tours and presentations back from the providers, work with the schools IT manager to publish them on the schools website.</p>
Outcomes	Students to be provided with all relevant information about further education and training options in
Lead	Peter Norfolk
Others Involved	IT Manager
Timescales	By the end of November 2020

Benchmark & score	8. Personal guidance 62%
What we do well	Currently the school offers personal guidance interviews to all year 14 students and their families. These interviews are conducted by a member of staff that is qualified to the required level 6 in careers guidance. These interviews are recorded and (with permission from those involved) are shared at the student’s last EHCP meeting at the school.

	Students also benefit from the support from the Preparation for Adulthood Advisors, who work for the local authority
Areas to improve	All students to have had an interview with a professional and impartial careers adviser by the end of year 11. Work towards making a piece of software that can be used to assist with careers and transition discussions with those with limited verbal communication.
Actions	Careers interviews will be time tabled for every year 11 and 13 student and parents/cares. (Where appropriate) Work collaboratively with other professionals to help develop software. Essex university has found a masters student who would like to develop software that could be used to conduct Careers interviews with those with limited verbal communication
Outcomes	All students to have the opportunity and ability to have a career and transitions interview.
Lead	Peter Norfolk
Others Involved	Lindsay Hansford (Doucecroft School) Essex university
Timescales	By the end of 2023

Information and recommendations from The SEND Gatsby Benchmark Toolkit and “Students with PMLD / Highly Complex Needs and the Gatsby Benchmarks” paper by Jenny Connick (Talentino) 21st October 2019 was used to produce this development Plan,

Roles and Responsibilities

NB: Careers guidance is the responsibility of all relevant staff at Shorefields School.

Name	Title	Main responsibilities
Peter Norfolk	Career Leader	Developing strategy, careers programme
Peter Norfolk	Guidance Adviser	1:1 interviews, tracking destinations
Peter Norfolk	Work Experience Administrator	WEX placements
Tracy Bryant	Enterprise Co-ordinator	supporting employer engagement
Awaiting for one to be found	Enterprise Adviser	External support of the school careers provision
Ryan Bruce	Link Governor	Monitor and report (to the other Governors) the status of the schools careers provision