

# Shorefields School

## CAREERS GUIDANCE STRATEGY 2023 - 26



|                            |               |                |            |
|----------------------------|---------------|----------------|------------|
| Current Status:            | On-going      | Last Reviewed: | 09/09/2023 |
| Responsibility for Review: | Peter Norfolk | Next Review:   | 09/09/2026 |
| 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 and their families/cares to plan and manage for the future*
- *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*

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 of 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

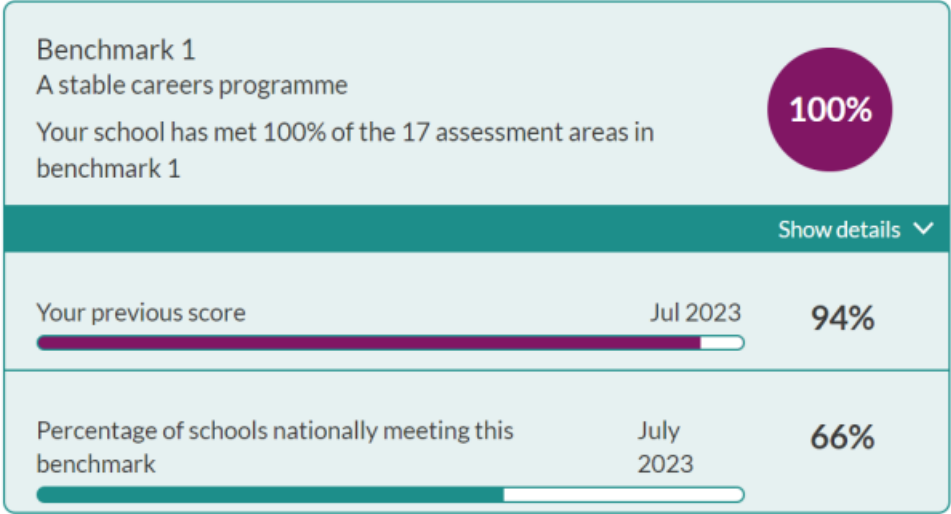
This strategy sets out where Shorefields School is presently, using the Gatsby Benchmarks to explore what we currently do and what we need to do next. The strategy goes on to describe the key objectives in detail and explain how different stakeholders involved in careers and transitions will work together 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.*

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| <p><b>Benchmarks, as they are referred to in a mainstream setting</b></p>  | <p><b><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></b></p> |
| <p><b>1. A stable careers programme:</b> 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><b>2. Learning from career and labour market information:</b> 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><b>3. Addressing the needs of each student:</b> 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 and diversity considerations throughout.</p>   | <p>The aim remains perfectly aligned and needs to refer to the multiple statutory planning processes and achieving participation of students</p>   |

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| <p><b>4. Linking curriculum learning to careers:</b> 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.</p>   | <p>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</p> |
| <p><b>5. Encounters with employees and employers:</b> 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.</p> | <p>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</p>   |
| <p><b>6. Experiences of workplaces:</b> 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.</p>   | <p>The recommendation is to follow the same approach as with Benchmark 5 with an enhanced focus on Enterprise.</p>  |
| <p><b>7. Encounters with further and higher education:</b> 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.</p>                                     | <p>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</p>   |
| <p><b>8. Personal guidance:</b> 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</p>        | <p>The focus has been on generating internal qualified Careers Advisers and the advantages to their being in place for this cohort</p>  |

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| <p><b>Benchmark &amp; score</b></p> |  <p>Benchmark 1<br/>A stable careers programme</p> <p>Your school has met 100% of the 17 assessment areas in benchmark 1</p> <p>100%</p> <p>Show details ▾</p> <p>Your previous score Jul 2023 94%</p> <p>Percentage of schools nationally meeting this benchmark July 2023 66%</p>  |
| <p><b>What we do well</b></p>       | <p>We have a careers programme that includes all students from year 7 onwards. The programme is: Written down.<br/>Approved by the board of governors.<br/>Allocated resources.<br/>Explicitly backed by the senior leadership.<br/>Has systematic monitoring in place.<br/>Both strategic and operational elements.<br/>Published on our website.<br/>The school website has careers &amp; transition information. That is specifically aimed at: Teachers, Employers (Providers) Parents and cares.</p> <p>The programme is evaluated for effectiveness, using systematic feedback from: Teachers, Employers (Providers) Parents and cares.<br/>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> <p>Careers and transition information on our website are aimed at students. (Virtual transition even added to the school's website on 13/11/2020)</p> |
| <p><b>Areas to improve</b></p>      | <p>Rewrite the careers programme to reflect how the school is now structured, with the three strands (Beach, Sunshine and Pier).<br/>Sunshine's completed and Pier's and Beach's are well under way<br/>We also need to use systematic feedback from students to evaluate our programme.</p> <p>Ensure all teaching staff are aware of updated careers strategy.</p> <p>Develop a shortened student friendly version so that students understand what to expect from their careers programme.</p>  |
| <p><b>Actions</b></p>               | <p>Work has started on the creation of the new careers programme. Teaching staff have been asked to contribute to its creation, to ensure it better</p>  |

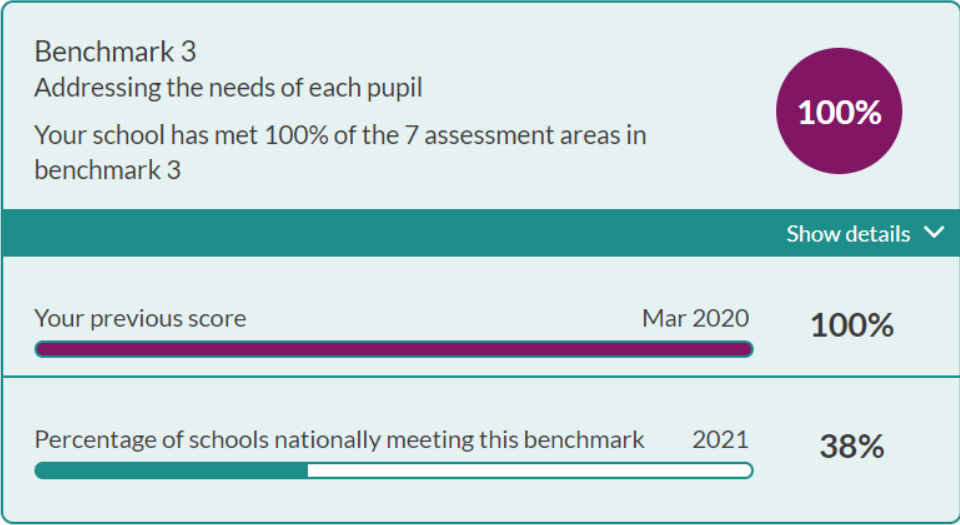
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|                        | <p>reflects each stands curriculum.</p> <p>Review the careers and transition links and information and explore if there is any that are more suitable for to be used by our students.</p> <p>Look to use technology to create a simple survey that our students can evaluate the school's careers and transitions activities. The plan to use Peter Norfolk's "careers interview" computer programme to do this. (new version in development)</p> <p>Look for ways to make a student friendly versions of careers programmes, explore if this has been done at other SEND schools and see if we can use their example to create our own.</p> |
| <b>Outcomes</b>        | <p>Ensuring the school's Careers policy and programme is reviewed and amended using feedback from everyone.</p> <p>The ability to demonstrate an approach of continuous improvement to the careers offering.</p>   |
| <b>Lead</b>            | Peter Norfolk  |
| <b>Others involved</b> | <p>Students</p> <p>SLT</p> <p>Teaching staff</p> <p>Employers and 19+ providers.</p>   |
| <b>Timescales</b>      | By the end of 2026   |

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| <p><b>Benchmark &amp; score</b></p> | <div data-bbox="387 108 1301 608"> <p>Benchmark 2<br/>Learning from career &amp; labour market information</p> <p>Your school has met 100% of the 2 assessment areas in benchmark 2</p> <p style="text-align: right;"><b>100%</b></p> <p style="text-align: right;"><a href="#">Show details</a> ▾</p> <hr/> <p>Your previous score <span style="float: right;">Mar 2020</span> <b>100%</b></p> <hr/> <p>Percentage of schools nationally meeting this benchmark <span style="float: right;">2021</span> <b>66%</b></p> </div>   |
| <p><b>What we do well</b></p>       | <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 (up dated annually) are made available to all.</p> <p>Pupils, staff, parents and carers are invited to attend careers and transition (multi school SEND Forward) events.</p> <p>A range of electronic resources are available on the school's website.</p> <p>We constantly work collaboratively and closely with Young Peoples with Disabilities Team/Transitions Social Care Team. (Social Workers and Preparing for Adulthood Advisors)</p> <p>As part of its SEND careers leader network (SEND Forward) the school runs its own Facebook page, where those part of the network share what their provision provides and what local post school opportunities are available.</p> <p>Future options are fully discussed during annual reviews and transition planning meetings, so that support can be put into place to meet the aspirations of the students and their families.</p> <p>Virtual transition even added to the school's website on 13/11/2020 and up dated regularly</p> <p>A bank of physical teaching and learning resources accessible to all teaching staff. (A careers resources in Teacher shared area on server)</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 and demonstrations to our students about the work they do. (Careers week)</p> |



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|                         | <p>The school is a member to “The Greater Essex Careers Hub” and has been assigned an Enterprise Coordinator (Tom Spence) Who is curtly looking for suitable industry champions for the school.</p> <p>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>  |
| <b>Areas to improve</b> | <p>Ensures the majority of students have used up-to-date career &amp; labor market information to help inform study/career decisions. (on going)</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 organizations 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 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. (on going)</p>  |
| <b>Actions</b>          | <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. (Transitions directory updated 05/01/2023)</p> <p>Invest time and resources in purchasing, making and reworking others careers related schemes of work, and careers related learning materials. (New “Career Boxes” made for Careers week 2023)</p> <p>Research suitable charities and foundations organizations 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. (Working with the Rotary Club on their Rewilding Project as from February 2023)</p> <p>Create better links with local business; encourage them to become invested in the school and its students (on going). (started working in partnership with “Colchester Zoo” and “Speakers schools” to develop programmes of work that are suitable for our 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. (on going)</p> |
| <b>Outcomes</b>         | Students to receive appropriate careers and labor market information.  |
| <b>Lead</b>             | Peter Norfolk  |

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| <b>Others Involved</b> | Class teachers, Support staff, Social Care, SLT |
| <b>Timescales</b>      | By the end of 2026                              |

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| <b>Benchmark &amp; score</b>                            |  <p>Benchmark 3<br/>Addressing the needs of each pupil</p> <p>Your school has met 100% of the 7 assessment areas in benchmark 3</p> <p>100%</p> <p>Show details ▾</p> <table border="1"> <tr> <td>Your previous score</td> <td>Mar 2020</td> <td>100%</td> </tr> <tr> <td>Percentage of schools nationally meeting this benchmark</td> <td>2021</td> <td>38%</td> </tr> </table>   | Your previous score | Mar 2020 | 100% | Percentage of schools nationally meeting this benchmark | 2021 | 38% |
| Your previous score                                     | Mar 2020   | 100%                |          |      |   |      |     |
| Percentage of schools nationally meeting this benchmark | 2021   | 38%                 |          |      |   |      |     |
| <b>What we do well</b>                                  | <p>The school collects and maintains (as much as possible) 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 since 2018.</p> <p>Wherever possible, students have prolonged and meaningful 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>The schools new Career Programme (still in creation) reflects how the school is now structured, with the three strands (Beach, Sunshine and Pier), to ensure that it reflects the full range of needs, abilities and skills of our students.</p> <p>Use the Compass evaluation tool to assess how well existing provision meets the needs of all students.</p> <p>During Career Week, all students have the opportunity to explore a variety of jobs and post school opportunities.</p> <p>The school is now flagging and using # careers in our Tapestry observations to track class and students careers related learning.</p> |                     |          |      |   |      |     |


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| <b>Areas to improve</b> | <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. (on going)</p> <p>Develop suitable Vocational Profiles so that students can document their Individual skills, abilities, interests, aspirations, and needs in relation to future opportunities. (All about me) (Peter Norfolk's Careers interview computer programme)</p>  |
| <b>Actions</b>          | <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. (on going)</p> <p>Invest time and resources in purchasing, making and reworking others careers related schemes of work, and careers related learning materials. (Sensory Careers Boxes funded but Jack Petchey Leader award)</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. (on going)</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. (started working in partnership with "Colchester Zoo" and "Speakers schools" to develop programmes of work that are suitable for our students)</p> <p>Create better links with local business; encourage them to become invested in the school and its students. . (The schools Enterprise Coordinator (Tom Spence) is curtly looking for suitable industry champions for the school).</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> |
| <b>Outcomes</b>         | Students to receive appropriate careers and labor market information.   |
| <b>Lead</b>             | Peter Norfolk   |
| <b>Others Involved</b>  | Class teachers, Tom Spence, SLT   |
| <b>Timescales</b>       | Destination data collected and maintained continuously.   |

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| <p><b>Benchmark &amp; score</b></p> | <div data-bbox="376 102 1279 600"> <p>Benchmark 4<br/>Linking curriculum learning to careers</p> <p>Your school has met 100% of the 4 assessment areas in benchmark 4</p> <p style="text-align: right;"><b>100%</b></p> <hr/> <p style="text-align: right;"><a href="#">Show details</a> ▾</p> <p>Your previous score <span style="float: right;">Mar 2020</span> <b>100%</b></p> <p>Percentage of schools nationally meeting this benchmark <span style="float: right;">2021</span> <b>60%</b></p> </div>   |
| <p><b>What we do well</b></p>       | <p>The school recognizes 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> <p>Various Enterprise activities run through the school at times throughout the year that link to school events.</p> |
| <p><b>Areas to improve</b></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>   |
| <p><b>Actions</b></p>               | <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.</p> <p>Encourage a Push on PHSE and bring PHSE related subjects into English, Maths and Science with cross curricular links, for example:<br/> English – Life Skills such as social stories<br/> Maths – Life Skills such as Travel , being part of an Enterprise team<br/> Science – Life skills such as cooking</p>   |


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| <b>Outcomes</b>        | For the majority of the Shorefields students to have careers related learning integrated in their curriculum.<br>Having more Career-relevant learning will improve our young people’s motivation and engagement in learning. |
| <b>Lead</b>            | SLT<br>Class teachers<br>Support staff   |
| <b>Others Involved</b> | Peter Norfolk  |
| <b>Timescales</b>      | By the end of 2026   |

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| <b>Benchmark &amp; score</b> | <div data-bbox="376 464 1357 1002"> <p>Benchmark 5<br/>Encounters with employers &amp; employees</p> <p>Your school has met 100% of the single assessment area in benchmark 5</p> <p style="text-align: right;"><b>100%</b></p> <p style="text-align: right;"><a href="#">Show details</a> ▾</p> <hr/> <p>Your previous score <span style="float: right;">Mar 2020</span> <b>100%</b></p> <p>Percentage of schools nationally meeting this benchmark <span style="float: right;">2021</span> <b>56%</b></p> </div>   |
| <b>What we do well</b>       | <p>The school grown its annual transition event (Moving on coffee morning). In February 2023, we worked collaboratively with 4 other local SEND schools to put on the first “SEND Forward” transition event, that saw approximately 37 different providers of post 19 education, social care provision and services attend. Giving our students and families a much bigger range of future opportunities to explore than our previous events. All students from years 9 and upwards were encouraged to attend. All parents from these years are invited to attend also.</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> |
| <b>Areas to improve</b>      | Offer training and support and help employers understand more about your students with SEND, through community activities.   |

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|                        | 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.   |
| <b>Actions</b>         | <p>Arranging class visits to local businesses over the year and more visiting speakers into the school. (Now working with Colchester Zoo to help them create workshops and talks that are suitable to our sensory learners)</p> <p>Ensure all classes have at least one encounter with an employer/employee annually and monitor and evaluate its success. (Careers Week saw opportunity for students to meet with a wide range of employers)</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. This could be done by encouraging providers to make a "Where are they now" power point to showcase ex- students' progression and development. (One ex-student has done this and it is now on the server)</p> |
| <b>Outcomes</b>        | 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.   |
| <b>Lead</b>            | Peter Norfolk/Class teachers   |
| <b>Others Involved</b> | All staff, alumni, 19+ providers, employers  |
| <b>Timescales</b>      | By the end of 2026   |

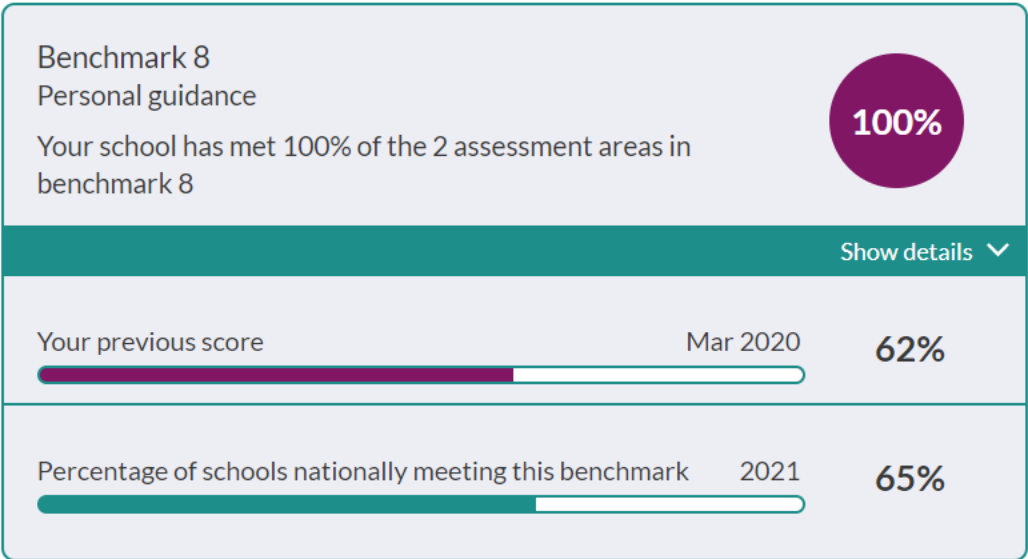
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| <b>Benchmark &amp; score</b>   | <div style="border: 1px solid #ccc; padding: 10px; background-color: #f9f9f9;"> <p>Benchmark 6<br/>Experiences of workplaces</p> <p>Your school has met 100% of the 2 assessment areas in benchmark 6</p> <div style="text-align: right; margin-top: 10px;">  <p>100%</p> </div> <p style="text-align: right; margin-top: 5px;"><a href="#">Show details</a> ▾</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Your previous score</td> <td style="text-align: right; padding: 5px;">Mar 2020</td> <td style="text-align: right; padding: 5px;">100%</td> </tr> <tr> <td colspan="3" style="padding: 5px;"><div style="width: 100%; height: 10px; background-color: #00796b; border: 1px solid #00796b;"></div></td> </tr> <tr> <td style="padding: 5px;">Percentage of schools nationally meeting this benchmark</td> <td style="text-align: right; padding: 5px;">2021</td> <td style="text-align: right; padding: 5px;">36%</td> </tr> <tr> <td colspan="3" style="padding: 5px;"><div style="width: 36%; height: 10px; background-color: #00796b; border: 1px solid #00796b;"></div></td> </tr> </table> </div> | Your previous score | Mar 2020 | 100% | <div style="width: 100%; height: 10px; background-color: #00796b; border: 1px solid #00796b;"></div> |  |  | Percentage of schools nationally meeting this benchmark | 2021 | 36% | <div style="width: 36%; height: 10px; background-color: #00796b; border: 1px solid #00796b;"></div> |  |  |
| Your previous score  | Mar 2020   | 100%                |          |      |  |  |  |   |      |     |   |  |  |
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| Percentage of schools nationally meeting this benchmark  | 2021   | 36%                 |          |      |  |  |  |   |      |     |   |  |  |
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| <b>What we do well</b>   | 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  |                     |          |      |  |  |  |   |      |     |   |  |  |

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|                         | <p>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.</p> <p>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. AS from February 2023 the school has 11 local providers that are a part of the programme.</p> <p>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, Waffle On Café and Mencap charity shop.</p>   |
| <b>Areas to improve</b> | <p>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)<br/>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).</p> <p>Consider the school as a real work place, and where possible give students the opportunity to have in house work related experiences.</p> |
| <b>Actions</b>          | <p>Investigate suitable enterprise curriculums for those with PMLD students and those with complex needs. (Talentino?)</p> <p>Look to involve other areas of the school in meaningful work-related experiences; This could be the kitchen, office and grounds management.</p> <p>Ensure more of the school educational visits incorporate careers in some capacity.</p>  |
| <b>Outcomes</b>         | <p>All Students to have meaningful experiences with places of work.</p> <p>Effective workplace experiences can be incredibly rewarding for everyone involved.</p> <p>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.</p>  |
| <b>Lead</b>             | Peter Norfolk  |
| <b>Others Involved</b>  | All staff and stakeholders   |
| <b>Timescales</b>       | By the end of 2026   |

|                                     |   |
|-------------------------------------|---|
| <p><b>Benchmark &amp; score</b></p> | <div style="border: 1px solid #008080; padding: 10px;"> <p>Benchmark 7<br/>Encounters with further and higher education</p> <p>Your school has met 100% of the 4 assessment areas in benchmark 7</p> <div style="text-align: right; margin-top: 10px;">  </div> <p style="text-align: right; margin-top: 10px;"><a href="#">Show details</a> ▾</p> <hr/> <p>Your previous score <span style="float: right;">Mar 2020</span> <span style="float: right; font-weight: bold;">100%</span></p> <div style="width: 100%; height: 10px; background-color: #008080; margin-bottom: 5px;"></div> <hr/> <p>Percentage of schools nationally meeting this benchmark <span style="float: right;">2021</span> <span style="float: right; font-weight: bold;">33%</span></p> <div style="width: 100%; height: 10px; background-color: #008080; margin-bottom: 5px;"></div> </div>   |
| <p><b>What we do well</b></p>       | <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>All local further educational establishments are invited to attend the school transition events. (SEND Forward)</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 school’s website. It is reviewed and updated as often as possible.</p> <p>The school’s Virtual Transition Event. This includes virtual tours and presentations from local colleges, further educational establishments, social care pathways, Support groups and services.</p> <p>As part of the school “Careers week” a range of Further Education and local 19 + providers are invited to give presentations about their setting to both staff and students.</p> |
| <p><b>Areas to improve</b></p>      | <p>Continue to look for post 19 further education settings for students with SLD and PMLD.<br/> <span style="background-color: yellow;">(As from September 2023 The Bluebird Resource Centre, Jenny’s, ECL Clacton and Coco care have joined the schools Provider Programme)</span></p>   |
| <p><b>Actions</b></p>               | <p>Use networks and contacts to investigate possible options.</p>   |
| <p><b>Outcomes</b></p>              | <p>Students to be provided with all relevant information about further education and training options.</p>  |



|                        |               |
|------------------------|---------------|
| <b>Lead</b>            | Peter Norfolk |
| <b>Others Involved</b> | IT Manager    |
| <b>Timescales</b>      | On going      |

|                              |   |
|------------------------------|---|
| <b>Benchmark &amp; score</b> |  <p>Benchmark 8<br/>Personal guidance</p> <p>Your school has met 100% of the 2 assessment areas in benchmark 8</p> <p>100%</p> <p>Show details ▾</p> <p>Your previous score Mar 2020 62%</p> <p>Percentage of schools nationally meeting this benchmark 2021 65%</p>  |
| <b>What we do well</b>       | <p>Currently the school offers personal guidance interviews (Transition Planning Meetings to all families/cares at the end of year 13. 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.</p> <p>For those who traditional “Career Interviews” are not appropriate, the school looks to use Peter Norfolk’s computer programme to gather information from students about their preferences, ambitions and hopes for their future.</p> <p>Students also benefit from work collaboratively with the Preparation for Adulthood Advisors, who work for the local authority</p> |
| <b>Areas to improve</b>      | <p>All students to have had an interview with a professional and impartial careers adviser by the end of year 11.</p> <p>Work towards developing the career interview software further, so that it can be used more effectively to assist with careers and transition discussions with those with limited verbal communication.</p>   |
| <b>Actions</b>               | <p>Careers interviews will be time tabled for every year 11 and 13 student and parents/cares. (Where appropriate)</p> <p>Work collaboratively with other professionals to help develop software.<br/> (As from December I have been working with “Design Turbine” to develop software to enable students to partake in Career interviews)</p>   |
| <b>Outcomes</b>              | <p>All students to have the opportunity and ability to have a career and transitions interview.</p>   |

|                        |                        |
|------------------------|------------------------|
| <b>Lead</b>            | Peter Norfolk          |
| <b>Others Involved</b> | Designturbine software |
| <b>Timescales</b>      | By the end of 2026     |

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