



Lancasterian School

**Policy Document: ACCESS TO CAREERS
EDUCATION INSPIRING ASPIRATIONS
GUIDANCE (CEIAG)**

Date Written: November 2018

Review date: November 2019



CAREERS EDUCATION INSPIRING ASPIRATIONS GUIDANCE (CEIAG) **Access Policy**

This policy statement sets out Lancasterian's aims and access to Careers Education Inspiring Aspirations Guidance. This complies with the school's legal obligations under Section 42B of the **Education Act 1997**. Also a commitment to develop a curriculum according to **Statutory Careers Guidance Access for Education 2018** and the *Gatsby Benchmark Standards obligatory to meet the Quality In Careers Standard*:

The Gatsby Benchmarks

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.

- Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.
- The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.
- The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.

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.

- By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.
- Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

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 and diversity considerations throughout.

- A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
- Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.
- All pupils should have access to these records to support their career development.
- Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.

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.

- By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

5. Encounters with employers and employees

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.

- Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.

****A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.***

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.

- By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.
- By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.

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.

- By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.
- By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.

****A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.***

8. Personal guidance

Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

- Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.
- To develop a requirements and expectations procedure.

A training or education provider wishing to request access should contact: Bethan Glenn High School lead Teacher, b.glenn@lancasterian.manchester.sch.uk, 0161 445 0123

Lancasterian is a specialist all age 3 – 16 school. All students have Education, Health and Care Plans. Their primary needs vary and our designation is Physical Medical and Communication needs with include complex learning needs. Students will transition following year 11. We support our students in considering the most appropriate choice that will meet their very individual needs. We welcome contact from suitable providers.

Lancasterian's policy and our World of Work definition; are available on the website: <http://www.lancasterian.manchester.sch.uk>

Our ***independent careers education guidance*** is provided by:
Nicola Moody – Careers Advisor Whizz Kidz: n.moody@whizz-kidz.org.uk
Sally James - Careers Connect Sally.James@careerconnect.org.uk

Opportunities for access

A number of events, integrated into the school careers and enrichment programme, will offer providers an opportunity to come into school to speak to students and/or their parents:

	Autumn term	Spring term	Summer term
Year 8	Preparation for making choices/ What is work/What next lessons School Enterprise Contributing to EHC reviews. Parents Evening	School Enterprise Contributing to EHC reviews.	Summer celebration including families. Presentation – Employed adult/s. Parents Evening
Year 9	Preparation for making choices/ What IS work/What next lessons School Enterprise Contributing to EHC reviews. Parents Evening	School Enterprise Transition to adulthood reviews	Summer celebration including families. Presentation – Employed adult Parents Evening
Year 10	Work related learning activities. Accredited ASDAN Lessons- Preparation for Work placement. Interviews Review meetings Parents Evening	Work related learning activities. Lessons- • Preparation for Work placement. • Interviews and Role play Review meetings. Visit potential post 16 providers	Summer celebration including families. Work related learning activities 2018: <u>Visit:</u> Manchester Town Hall – Re job roles. <u>Presentations:</u> Employed disabled adult role model. Supported Apprenticeships Contact and visit to post 16 providers if appropriate. Parents Evening
Year 11	Work related learning activities: Lessons- Preparation for Work placement. Interviews Contact and visit to post 16 providers if appropriate Review meetings Parents Evening	Work related learning activities: Lessons- • Preparation for Work placement. • Interviews and Role play Review meetings Transition visit to post 16 provider	Summer celebration including families. Work related learning activities 2018: <u>Visit:</u> Manchester Town Hall – Re job roles. <u>Presentations:</u> Employed disabled adult role model. Supported Apprenticeships Contact and visit to post 16 providers if appropriate. Parents Evening

Premises and Facilities:

The school will make appropriate staff, rooms and equipment available to support provider presentations. This will be discussed and agreed in advance of the visit.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the school reception.

Agreed by Governors- 03.12.18