

## Keyham Lodge Careers & Guidance Strategy for Successful Transition

It is our job to ensure that every child grows and flourishes here at Keyham Lodge School. We are a community special school for students from year 7 to year 11 who's main SEN is Social Emotional and Mental Health (SEMH) needs and we also have students with a diagnosis of high functioning autism. Every student at Keyham will have an Educational Health Care Plan (EHCP) or a Statement of Special Educational Needs (SEN). We have very high expectations of our students and work closely with them to identify any specific needs and support they may require both academically, socially and in relation to their EHCP, which form a fundamental part of their learning during their time with us and their progress in this area is as rigorously planned for as their academic programmes of study. Many of our young people have very complex needs which include children on the ASD, ADHD, attachment disorders, conduct disorders, oppositional and defiance disorders, learning difficulties and learning disabilities. The school has 10.9% LAC (looked after students) and *the amount of students who are eligible for free school meals is significantly above the national average of 29 % at over 60. With our cohort of students, 81% are eligible for Pupil Premium.*

One of our key areas for successful and positive transition at post 16 lies in our Curriculum strategy. The students are able to pick 1-3 options in pathway curriculums allowing them to sample a different learning environments into post 16 preparation and transition.

Our rationale for offering a KS4 Pathway is due to the following:

- To slowly transition to post 16
- Flexible approach to learning
- A tiered approach to qualifications allowing all students to access areas of interest
- To sample a different learning environments.
- Students are unsure about the meaning of some job roles and the task required
- May have environmental factors affecting their progression
- Students may struggle with the higher level of independence
- Support in forming new relationships

Students to receive a personalised programme designed to meet their needs using Keyham Lodge staffing and resources. Keyham Lodge Staff will commit to working with students and families.

- The focus will be on a successful transition to Year 11 and further onto Post 16.
- Colleges/provisions will have a clear understanding of what it means to support our students and the direction in which we want them to go.
- Students will be able to access multiple courses throughout the year to ensure they are comfortable with their Post 16 choices.
- A clear channel of communication between Keyham Lodge and businesses/colleges to ensure the sharing of vital information allows best opportunities for students
- Students to have a consistent key worker who will support them and their families.

The aim is for students to develop non-academic skills including resilience, time management, team work, confidence and security. Keyham Lodge also makes Independent travel a key aspect for students and supports their independent development this is through the CORE curriculum

One of the ways the School creates the student's resilience is by using Third Sector Providers. These are different types of providers used by the School to help nurture the students' interest in specific areas not attainable in the main school. This could be due to:

- Anxieties within a school setting.
- To access a longer transition into post 16 education.
- The opportunity to see if the course is right for them
- Specific interest into a post 16 course/apprenticeship

It also increases options for Y11 curriculum, offers a bespoke programme to an area of specific and deep interest to students, helps reduce the anxiety for Post 16 transition and or prospects and also student and family concern moving towards and through Post 16 and offers full time support to the Monday to Friday curriculum.

One of the offsite provisions run and maintained by Keyham Lodge is Riverside Way. This is a pilot project to support students that are not in mainstream educational setting. The 7 acres of agricultural land provides an alternative setting for activities, projects and off site development and offers a realistic working environment.

Our vocational curriculums support our students with their personal development by:

- Students to receive a personalised programme designed to meet their needs using Keyham Lodge staffing and resources, linking with college courses.
  - Students will build their confidence by traveling to and from the site independently after initial support.
  - Students are treated, as far as possible, as employees being allocated tasks, work and instructions. Many have practical ability but struggle in work environments.
  - Students continue the alternative provision they are on and/or be supported in exploring different placements/opportunities. Students will be able to practice skills learnt through college courses at the site.
  - The focus is on equipping students with the skills, ability and attitude to progress in either, post 16 education or the working environment.
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- practical working environment
    - Gain and/or refine practical, employability and social skills
    - Promote independence and self-confidence through travel and organisation
    - Help to promote options and make decisions regarding their future

To help with Keyham Lodge students and parents transition into Post 16 our Careers and Work Experience Process includes the Careers Policy which includes the following information:

1. Careers Policy, it must include the following information:
  - a. The name, email address and telephone number of the school's Career Leader
  - b. A summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme

- c. How the School measures and assesses the impact of the careers programme on pupils
2. The date of the School's next review of the information published.

### **Keyham's Intent**

*To prepare all students for the opportunities, responsibilities and experiences of adult life. To cultivate a meaningful careers programme, allowing students to make a positive contribution to society*

### **For pupils:**

#### **Integrated into the curriculum our careers offer seeks to:**

- experience work at first hand in multiple Work placed environments
- understand how an employing organisation function
- experience the social relationships at work;
- appreciate the expectations that employees will have
- assess how they will adapt to working patterns and relationships outside school;
- gain the self-confidence needed in an adult world;
- Develop both skills and knowledge for adult life.
- Understanding the Labour Market
- Build resilience to breakdown anxieties surrounding new environments

#### **For companies:**

- Understand the needs of our learners
- To develop a framework to support, Harness and build relationships with students
- To mentor curriculum areas or students
- To lead by example and instill a work ethic and desire to work for students.

#### **Offer: This offer is available on the school Website which informs all parties with the following:**

- **Careers Policy**                    **1-Strategy**
- **Our Intent**                        **2- Gatsby Benchmark**
- **Our Offer**                         **3- Current Compass results**  
   **4- Work Experience Feedback**

### **Procedure and Responsibilities**

Every student in Year 10 and Year 11, will be offered the opportunity to go on Work Experience. This is in line with Section 14 of the Employment Act 1990, as amended from the Education (Work Experience) Act 1973.

The schools Complimentary Curriculum staff find placements for all students. KLS has a database of employers who have all been verified and deemed suitable for placements. The CC team disseminate information about the student with employers to ensure that a suitable placement is found to ensure a successful placement.

The student will be supported to attend the interview and only when the student's form is returned to school with signatures of the student, the parents and the employer, is the placement confirmed. Some students can chose a self-placement. In this case they will take the self-placement form to the employer who will complete the form with details of their relevant insurances. KLS will visit the placement in advance and complete a risk assessment and check suitability.

During the period of Work Experience a member of the school staff will visit the student at least once during their time on Work Experience and will check that the student has received a suitable induction. An employer's report is sent to school on the completion of the placement, this is often used in compiling references later in the year.

Extended Work Experience may be offered to students in Year 10 or 11 to supplement their pathway.

A report after each bout of placements is reviewed by Careers leader and reported back to SLT.

### **Tracking to measure and assess progress:**

An action plan has been developed to ensure the breadth and depth of the careers offer is effective and evaluated. The action plan monitored and updated half termly to ensure current legislation is met and that we are fulfilling the potential of every student

### **Key task and activities are formed around:**

- 1. Adhering to curriculum legislation to continue to support for students**
- 2. Gatsby Benchmarks**

#### ***1 Curriculum Legislation***

- Statutory duties
- Expectations of governing body
- Compliance with the duties
- Responsibilities of schools
- Continued support for vulnerable and disadvantaged young people

#### ***2 Gatsby Benchmarks***

- **Benchmark 1:** A stable careers programme
- **Benchmark 2:** Learning from career and labour market information
- **Benchmark 3:** Addressing the needs of each pupil - Targeted support for vulnerable and disadvantaged young people
- **Benchmark 4:** Linking curriculum learning to careers
- **Benchmark 5:** Encounters with employers and employees
- **Benchmark 6:** Experiences of workplaces
- **Benchmark 7:** Encounters with further and higher education
- **Benchmark 8:** Personal guidance

### **Benchmark 1**

- Available on the Schools website
- To have a provision map of the careers program
- Named staff are assigned certain students and companies who they are expected to keep in touch with be first port of call for should the need arise
- All employers are checked against our Service Level Agreements, Quality Assurance documents and Students are Risk Assessed.
- All information is sent to parents, carers, care homes, students

### **Benchmark 2**

- Make good use of resources available through your Local Enterprise Partnership, via the Enterprise Adviser Network.
- Start early so that young people and their parents have a good amount of time to explore opportunities and build full and realistic pictures of the job market.
- Create a crib sheet for parents to help them understand what the LMI is
- Overview on website

### **Benchmark 3**

- Passport to success:
  - Soft Skills
  - Employability Skills
- Ensure that your careers programme contains specific plans for groups of students who need tailored support to make effective career transitions.
- Staff know what students' career education and guidance needs are and where they are in terms of their career planning. This draws on insights from tutors, Careers Advisers, mentors and the students themselves.
- Maintain accurate records around their education, training and employment.
- Use passport for learning to evidence their 'experiences'
- Collect and maintain accurate data for each student on their education, training and employment destinations after they leave school.
- Offer mentoring support to more vulnerable students through proven mentoring programmes, for example, Talentino, Young Enterprise or Youth at Risk.

### **Benchmark 4**

- Students involved in previous years can become mentors to new cohorts of students and develop their skills even further.
- Within Pillars, Postitive Steps used (UCAS progression)
- Have ½ termly newsletter
- Take up the offer of Enterprise Advisers and Enterprise Coordinators who are keen to work with you in linking curriculum learning to careers.
- LAND- Have year 10's as mentors when in y11 with jackets on etc for younger students to see.

### **Benchmark 5**

- Years 7-8 focus on student's interests and motivations. Develop broad understanding of the world of work.
- Year 9 build aspirations and exploring career opportunity inc challenging stereotypes
- Year 10 address what employers want and self-presentation

- Year 11 practical focus on making plans and applications for post 16 learning
- Speak to Enterprise Advisers and Enterprise Coordinator on employers who would work with subject teachers to develop problem based challenges

#### **Benchmark 6**

- Students are prepared for well for the experience they are about to have. This is more than just dealing with organisational matters. It is about framing learning so that students know what they can get from the experience. Schools work closely with employers to make the experience as positive as possible
- After the experience, students undertake structured reflection in a specially-arranged session and /or in subject lessons to reinforce what they have learned
- Employers provide valuable feedback to the school. They provide information about how well students have performed doing work experience or work shadowing placements. They also evaluate their experience of taking part in activities arranged by the school
- Staff support for students during placements is very important – students want a trusted and familiar adult who they can talk to about their experience.
- Students will identify their own placements and submit their rationale and success criteria – ensure placements are appropriate, RA, QA and SLA are completed, whilst still working with VESA
- Ensure a visit and sharing of information is completed prior to placement to reduce numbers of breakdown in placements.

#### **Benchmark 7**

- Take students to College Open event/invite college into School
- For programmes to be successful they need to start in key stage 3. Inspire students in years 7-9, reinforce key messages in years 10 and prepare students for making their choices in year 11
- Planned programme of on and offsite encounters with further and higher education to strengthen accessibility, outreach and transition preparedness for targeted groups, such as students with SEN.
- Find out which students want to engage in post 16 further and higher education and take them to Leicester University Open Days

#### **Benchmark 8**

- Years 10 and 11 meet with Connexions for careers information and exit interviews from school.

### **Review**

This process is reviewed annually, the action plan is reviewed every half term