

# Lawnswood Campus



## Information, Advice & Guidance Policy

Review Date: September 2020

Please read

Governors as Management Board  
Schools as PRUs

Signed by the Chair of the Management Board: ..... Date: .....

## **Careers Education, Information, Advice & Guidance (CEIAG) Policy 2017**

Every secondary school needs a written policy for careers education and guidance to show its understanding of the career development needs of its' students, how it intends to meet them, and how it will meet its' statutory obligations. To ensure its effective implementation, this policy is developed in consultation with those responsible for planning, delivering and reviewing the programme at all levels.

### **Rationale**

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned progressive programme of activities supports them in choosing 14 – 19 pathways that suit their interests and abilities and help them to follow a career path and sustain employability throughout their working lives.

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make decisions and plan their careers, both in school and after they leave. The 1997 Education Act places a duty on schools to give students in Years 9-11 access to careers education, information and guidance. The school endeavours to follow the guidance in The National Framework for CEG 11-19 in England, the National Curriculum programmes of study for PSHE and citizenship, and the QCA guidance on Work Related Learning for All at Key Stage 4.

This policy also takes account of the DfE document- Careers guidance and inspiration in schools - Statutory guidance for governing bodies, school leaders and school staff.

### **Lawnswood Campus**

At Lawnswood Campus there is an outstanding curriculum which is diverse and responds well to the local and national agenda in order to ensure students receive a high quality learning experience.

The curriculum is the vehicle to allow our students to become:

- Confident and successful individuals who enjoy learning make ambitious progress and achieve high quality and meaningful qualifications
- Responsible citizens who make a positive contribution to society including their local community and the wider international world in which they exist.

Whilst confirming a commitment to the broad and balanced principles of the national curriculum, we also celebrate and use specialisms to drive excellence and innovation. In order to access a broad and balanced curriculum, all students need to be confident and proficient in the basic skills of Reading, Writing, Communication and Mathematics and these are given the highest priority at all times. A student's

progress is what ultimately leads to their achievement and therefore there is an enabling curriculum model which offers a 'stage, not age' approach.

At Lawnswood the mainstream curriculum is replicated to a large extent with additional intervention strategies to meet the individual needs of students. It is critical that equal opportunities are promoted and realised at all levels of curriculum provision and that this is integral to outstanding practice. Extensive individual intervention and small group withdrawal support celebrates inclusion at all times and ultimately enriches and enhances the curriculum offer for the benefit of all. Students are supported in their learning by teaching assistants and pastoral managers.

### The Curriculum Model

This is regularly updated and shown in full detail on the website for each of the Centres. In addition to the core curriculum pupils also have the opportunity to study a range of vocational subjects.

### Assessment

On entry to the Centre all pupils are given a baseline assessment which establishes their target grades. The tracking of progress is carried out using Doodle which is also used by a number of secondary schools in Wolverhampton. All subjects are regularly assessed and pupils receive feedback on a lesson by lesson basis. All marking assesses achievement and gives guidance on how to progress further.

Every half term teachers assess the pupils' progress against their targets and determines whether the pupil is exceeding expectations, is working to expectations or is below their expected level.

Reports are issues to parents and schools throughout the year. There are also regular parents' evenings which enable parents/carers to discuss any issues which have arisen from the reports. However each Centre operates an open door policy and parents are able to make contact at any time.

### MCSC

In addition to the normal curriculum, there are also a range of extra-curricular activities on offer. Examples of activities include:

- Fire Service workshops
- Police Workshops
- Reward Trips & Visit
- World Book Day
- Outdoor Education
- Functional Skills visits
- Charity work

### Extra-curricular

All centres offer a wide range of opportunities apart from the formal curriculum.

A range of alternative curriculum days and workshops are provided throughout the year. These range from curriculum based extensions such as theatre trips, to events organised to support selected charities.

These have included:

- Theatre trips
- Reward trips and visits
- Jeans for Genes day
- Red Nose day
- Black History Month
- Comic Relief
- Foods around the world
- Afterschool PE
- Children in Need
- Turkey – this was a sponsored visit to Turkey for a group of teachers and students to work on a school which was in need of refurbishment.
- Other activities like a School Prom

### Qualifications

The majority of subjects are studied to GCSE qualifications. Where there is no GCSE available, subjects are still accredited. This can be to BTEC or Open College National level for example. All subjects follow the syllabus laid down by the relevant examining body.

### **Braybrook Centre**

Braybrook Centre is a Key Stage 3 Pupil Referral Unit (PRU) with up to 42 places for young people who have social, emotional and mental health difficulties (SEMH). Many students have been disengaged from education and have low levels of achievement, but not necessarily low levels of attainment. Many have been either on the verge of, or have been, pre-permanently excluded from school and some have an Education, Health and Care Plan (EHCP). Several students have not attended full time school for significant periods prior to entry.

As the Centre serves the whole of Wolverhampton most students do not live locally, which makes it difficult to organise out of hours learning. In order to overcome visits and other experiences form part of the curriculum in order to help to develop aspirations.

Partnerships with parents are strong and they are often very supportive of the work of the Centre. The majority of the interaction with parents is by telephone contact, attendance meetings, review meetings or home visits.

### **Midpoint Centre**

Midpoint offers a unique opportunity to the young people of Wolverhampton. The facilities are excellent and if students are prepared to cooperate and take advantage of the opportunities given to them it can and does improve their life chances.

Alongside classrooms and laboratories for Maths, English, Science, ICT and Personal, Social and Health Education, there are specialist facilities for brickwork, hair and beauty, motor vehicle, technology and construction. Currently PE is taught without specialist facilities but a fitness suite and the use of outdoor pitches ensures the curriculum can be taught well.

### **Orchard Centre**

There are two parts to the provision delivered by the Orchard Centre. The Centre itself has a capacity to take 90 full-time students from Years 7 to 11. Students can be referred through one of three routes. School can request a place and they are charged for this, the LA can request or, occasionally, SENSTART may also make a referral. Regular review meetings are held with referrers and these meetings discuss progress, attendance, transition and any other aspect that may be affecting the child. Links are encouraged with the mainstream school and it is always a priority to try to return the student to school wherever possible.

Most students, except a few who have never had a secondary school place, are new to the City or are permanently excluded, are dual registered with a mainstream school. This means that they remain on the role of their school as well as being placed on the role of the Centre and the home school remains responsible for their education. Due to the complex nature of the students a range of other professionals provide support and there is also a Lawnswood Integrated Therapy Service (LITS). This team work intensely with students in order to address their difficulties.

### **Nightingale Centre**

Nightingale Centre is a part of the Orchard Centre but provides part time education for those students who medical professionals deem to be too unwell for full time provision. This includes home and hospital provision. Hospital provision is available for up to twenty full time students ranging from Reception to post-16. This takes place in the hospital school room at New Cross Hospital or at the bedside if required. Two full time staff are allocated to this provision with support from other staff as required.

Support from Nightingale Centre is available for students from Reception to Year 11 and is provided on the advice of a senior medical practitioner. The medical advice must state that a child is medically unable to access full time provision. If not a full time place at the Orchard Centre is sought.

Children placed on part time provision are regularly reviewed by a team of professionals, including the referring medical professional, to ensure that this is still appropriate and, if not, next steps are agreed. This is to ensure that no child is on a part time placement for any longer than is medically necessary. Home tuition may take place in the home if this is deemed to be the most appropriate setting.

### **Commitment**

Lawnswood Campus is committed to providing all learners with a programme of careers education and information, backed up with impartial careers advice and guidance from a qualified professional for all students in years 7 – 11.

Lawnswood Campus take account of the following when planning the careers offer:

- Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff: March 2015
- DfE document- Careers guidance and inspiration in schools - Statutory guidance for governing bodies, school leaders and school staff April 2017
- The CDI Framework for careers and work-related education (Career Development Institute)
- The current edition of the Ofsted Framework and Handbook.

As per the recommendations in the statutory guidance the centres are working towards a quality award to:

- Develop the careers offer
- Recognise good practice

### **Aims**

This Careers Education and Guidance policy has the following aims:

- To focus students on their future aspirations
- To promote aspiration raising strategies within the curriculum and pastoral care
- To develop enterprise and employment skills
- To encourage participation in continued learning including higher education and further education
- To contribute to strategies for raising achievement and increasing motivation
- To support inclusion, challenge stereotyping and promote equality of opportunity
- To reduce drop out from and course switching in education and training
- To involve parents and carers

### **Development**

This policy was developed, and is reviewed annually, through discussions with teaching staff, the Connexions advisers, students, parents, Managers, advisory staff and other external partners.

### **Links with other Policies**

This policy is supported by the following policies:

- Teaching and learning
- Assessment, Recording and Reporting
- PSHE and Citizenship
- Work Related Learning
- Equal Opportunities & Diversity
- Health and Safety
- Special Educational Needs and Disability

### **Implementation of Careers Education**

Careers Education is delivered during timetabled activities in PHSE to all learners in years 7 – 11.

The careers programme is designed to meet the needs of students and is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

### **Equality and Diversity**

Careers education is provided to all students and provision is made to allow all learners on roll to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

**The curriculum plan on the website shows how the curriculum is structured for each Centre throughout year 7 – 11.**

### **Careers Adviser**

All Centres are supported by Connexions Wolverhampton and have a dedicated Connexions Personal Adviser to support the institutions and the respective learners.

Connexions maintain its underlying principle of providing independent impartial Information, Advice and Guidance (IAG) for 13 – 19 year olds (up to 25 for those with learning difficulties and disabilities). It seeks to deliver this within the city's schools and college through a targeted service aimed at vulnerable groups of young people.

The purpose of IAG and intensive support activities delivered by Connexions is to help young people to participate, attain and progress in learning in ways that are appropriate to their individual needs and circumstances.

Wolverhampton Connexions are committed to working together:

- To increase participation and attainment of targeted and vulnerable young people in formal and informal learning, including the effective implementation of RPA (Raising of the Participation Age) requirements.
- To ensure young people are supported to make the best possible transition from teenage years to adulthood, and to secure a reduction in the number of young people disengaging from learning due to personal and/or socio-economic barriers.
- To develop further targeted intervention and support processes for young people through locality based collaboration, service delivery and information sharing.

#### Input from Connexions:

- Identification of young people at risk of making poor transitions using the RONI tool
- Personalised IAG and support for targeted young people to ensure they make a successful transition into learning
- Assessment, and recording, of needs utilising a range of diagnostic tools
- Specialist referral to other agencies where appropriate
- Support of EHA processes where an assessment is in place
- Attendance at year 9 and 11 reviews as a statutory requirement outlined in the SEN code of practice
- Completion of Career Pathway Plans for all statemented young people changing setting at 16; maintenance of such plans for those in post 16 learning
- Customised workshops and group tutorials on careers and progression issues for discrete groups (including CV compilation, interview techniques, completion of applications, UCAS applications, etc.)
- Attendance at school events targeting specific groups of vulnerable young people

Connexions offer regular one-to-one IAG interviews with all young people who attend the Centres, on either an arranged pre-booked appointment basis or following a bespoke request.

Connexions organise as number of educational trips and visits to ensure students are able to explore all options and opportunities available to them and are supported in their aspiration raising by attending such visits including: World Skills, What Career Live, Real Apprentice, local Job fairs, bespoke College visits and open days , bespoke Training Provider visits and open days, etc.

Connexions also accommodate specific requests such as attending professionals meeting and TAC meetings for young people and contribute to open days, parents' evenings and events.

### **Parents and Carers**

Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents become more involved. All online resources are easily accessed through the links on the school website. Parents are kept up to date with careers related information through letters, newsletters and at open evenings. Parents are welcome at careers interviews and where necessary are invited.

### **Management**

A named teacher for each Centre is responsible for co-ordinating the careers programme within the PSHE curriculum offer. The co-ordinator works closely with the Connexions co-ordinator and is responsible to their line manager. Student guidance is managed through the Guidance Forum led by the Connexions Co-ordinator.

### **Staffing**

All staff are expected to contribute to the careers education and guidance programme through their roles as form tutors and subject teachers. Careers education is planned, monitored and evaluated by the PSHE co-ordinator and this is in consultation with the Connexions Personal Adviser. A specialist PSHE team of staff deliver the programme it. The Connexions team provide specialist careers guidance.

### **Partnership**

An annual Partnership Agreement is negotiated between the campus and the local Connexions Service identifying the contributions to the programme that each will make. Other partnerships are in place e.g. with the local Education Business Link Organisation.

### **Staff Development**

Staff training needs for planning and delivering the careers programme are covered during staff meetings or by ensuring appropriate staff attend training courses.

### **Monitoring Review and Evaluation**

This policy is monitored and reviewed in line with the dates given on the Policy Review Matrix.

This is done by all interested parties in line with the review date published.