



Oliver House School

Careers Local Procedure



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School/ College	Oliver House School
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1. Overview

Oliver House School provides a highly personalised curriculum designed to meet the individual needs of pupils and young people with autism and associated needs. We are committed to developing confidence, independence, communication, emotional regulation and preparation for adulthood.

Through effective teaching, therapeutic support and meaningful learning experiences, pupils are equipped with the knowledge, skills and resilience required for adult life.

Our curriculum pathways are tailored to individual need, taking account of each pupil's Education, Health and Care Plan (EHCP), aspirations, strengths and areas for development. Learning is delivered within a structured and supportive environment where pupils are encouraged to develop independence, self-advocacy and employability skills.

Careers education forms a central part of preparation for adulthood and is embedded throughout the curriculum to support pupils in making informed decisions about their future education, training, employment and community participation.

Oliver House School recognises that many pupils face additional barriers to education, employment and training. The school is committed to providing impartial information, advice and guidance that enables every pupil to achieve their aspirations and make informed choices about their future.

Careers Education, Information, Advice and Guidance (CEIAG) is integrated throughout the curriculum and supports pupils in developing:

- Communication skills
- Independence
- Problem-solving abilities
- Employability skills
- Community participation
- Self-advocacy and decision-making

The school works collaboratively with families, local authorities, employers, colleges, training providers and careers professionals to ensure pupils are well prepared for adulthood.

2. Aims

- To provide an inclusive careers programme that meets the needs of pupils with autism and additional learning needs.
- To raise aspirations and support pupils in recognising their strengths, interests and future opportunities.
- To develop independence, self-determination and employability skills.
- To support successful transitions into further education, training, supported internships, employment, volunteering and independent or supported living.
- To ensure careers education is linked to Preparation for Adulthood outcomes within EHCPs.
- To work in partnership with families, employers, colleges and external agencies to achieve positive long-term outcomes.

3. Responsibilities

The school has a duty to provide careers guidance for all pupils through a designated **Careers Leader- Elaine Burt**.

The Senior Leadership Team maintains strategic oversight of careers provision.

Teaching staff contribute through curriculum delivery and preparation for adulthood activities.

Therapists, support staff and transition coordinators support pupils in developing the skills needed for successful progression into adulthood.

4. Careers Programme

The aim of the Careers Programme is to raise aspirations and support pupils to make realistic and informed decisions regarding life after Oliver House School. To ensure careers education is fully accessible and meaningful for all learners, Oliver House School provides a personalised careers programme that reflects the needs of each pupil.

All pupils have access to:

- Careers education through PSHE, Life Skills and Preparation for Adulthood programmes.
- Employer encounters.
- Visits to workplaces, colleges and community settings.
- Independent and impartial careers guidance.
- Annual review discussions focused on long-term aspirations and transition planning.
- Opportunities to develop employability and independence skills.
- Work-related learning activities appropriate to individual need and ability.

Year group	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Universal Provision	Future focussed learning and personalised curriculum for each pupil. Focus on skills building and independence													
	SMSC programme, including careers curriculum link													
	Careers taught as a golden thread throughout the curriculum													
	STEM learning, including computing club													
Secondary and Post-16 provision														
Working with parents and comprehensively planning for the future														

In years 1 through to 6, for both EXPLORE and ASPIRE pathways, career learning is taught throughout the curriculum, both within school and in the community. The SMSC programme includes activities with a career curriculum link and STEM learning opportunities including Science week. There is also an accessible computing and coding club running throughout the year

As pupils reach secondary age the Preparation for Adulthood flight path provides a starting point to plan for each pupil's future journey. This can look very different depending on the pupil. In EXPLORE they may be developing skills based around independence and personal choices for their future destination in Adult Social Care settings, or alternatively they may take on a supported volunteering or work placement within the community. In ASPIRE pupils are more likely to aim towards a range of employment opportunities and volunteering placements with differing levels of support. Both pathways may look towards further education placements, either in mainstream colleges or specialist provision.

From Year 7 onwards, careers education is embedded across the curriculum and delivered as a discrete subject. During Years 7 to 9, the emphasis is on developing employability, independence, and preparation for adulthood skills, providing a foundation for future career planning and progression.

The Future Skills questionnaire and vocational profiling are used to direct individual targets and personal goals.

Pupils from year 7 to 14 are provided with regular opportunities to access current careers information and guidance through a variety of sources, including online resources, careers fairs, library visits, and annual one-to-one or group guidance sessions with an independent careers adviser. Through these interactions, pupils develop and review a personalised careers action plan to support informed decision-making about their future pathways.

Learners from year 8 upwards have access to an independent careers advisor with meetings occurring in Years 8, 11 (transitional year) and 14.

For pupils up to year 9 the JAS (Join-In Award Scheme) provides opportunities to raise aspirations and develop skills and self-confidence by participation in vocational learning and involvement in the community. This leads into the Duke of Edinburgh Award, which helps young people develop the skills and experiences that employers look for. Many of the skills gained through DoFE align with employability skills such as communication, teamwork, problem-solving, independence, and resilience. The majority of KS4/5 learners take part in the Duke of Edinburgh Award. Careers planning now forms part of EHCP Annual Reviews and Preparation for Adulthood planning.

Work experience and volunteering placements typically take place from year 10 onwards, however pupils are also encouraged earlier to help with tasks around school. Work experience takes place in a variety of ways. In ASPIRE pupils may access a block placement, or a series of experiences, with a local employer or community group. In EXPLORE pupils are more likely to access short regular sessions either in the community or within the school environment. Pupils from both pathways are supported according to need during their placements.

During the final two years at Oliver House School, staff work closely with pupils and their families to plan and support the transition to future college placements and other post-school opportunities. Through personalised visits, taster days, and transition trips, pupils are given the opportunity to explore potential destinations and make informed choices about their next steps. Regular communication and collaboration with onward providers help to ensure that each pupil experiences a smooth, well-supported, and successful transition into adulthood.

Post-16 learners access a destination-led curriculum focused on:

- Employment
- Further and higher education
- Independent living
- Community inclusion
- Health and wellbeing

Where appropriate, learners will access:

- Work experience placements
- Volunteering opportunities
- Supported internships
- College link programmes
- Employer engagement activities
- Enterprise activities:

All placements are carefully risk assessed and matched to the individual needs, interests and abilities of the learner.

Enterprise Activities

Pupils have opportunities to participate in enterprise activities designed to develop communication, teamwork, problem-solving, financial literacy and employability skills. Activities may include:

- Running school-based enterprises.
- Fundraising initiatives.
- Enterprise projects linked to curriculum learning.
- Developing products and services for school and community events.
- Experiencing customer service and workplace expectations in a supported environment.

Travel Training

Where appropriate, pupils are supported to develop travel independence through structured travel training programmes. These programmes aim to:

- Increase confidence when accessing community facilities.
- Develop road safety awareness.
- Build skills in using public transport.
- Promote independence and preparation for adulthood.

Travel training opportunities are planned according to individual needs, risk assessments and EHCP outcomes.

Community-Based Work Skills

Pupils are encouraged to develop employability and life skills through community-based learning opportunities. These may include:

- Volunteering activities.
- Community projects.
- Visiting local businesses and workplaces.
- Work-related learning experiences.
- Engagement with employers and community organisations.

These experiences help pupils understand workplace expectations and develop transferable skills for adulthood.

5. Preparation for Adulthood

Careers education at Oliver House School is delivered within the wider Preparation for Adulthood framework and supports pupils in developing outcomes within:

1. Employment and meaningful occupation.
2. Independent living.
3. Community participation and inclusion.
4. Good health and wellbeing.

Careers activities are differentiated to ensure all pupils, regardless of need, can engage in meaningful learning and progress towards adulthood outcomes.

6. Careers Learning for Pupils working below Age-Related Expectations (ARE)

Oliver House School recognises that pupils progress at different rates and have a wide range of abilities. Careers learning is therefore differentiated to ensure all pupils can access meaningful preparation for adulthood.

For pupils working significantly below age-related expectations, careers education may focus on:

- Making choices and expressing preferences.
 - Self-awareness and self-advocacy.
 - Communication and interaction skills.
 - Personal safety and independence.
 - Participation in community activities.
 - Functional daily living skills.
 - Understanding different adult roles within school and the wider community.
- Success is measured through individual progress towards EHCP and Preparation for Adulthood outcomes.

7. Accreditation and Recognition of Achievement

Where appropriate, pupils may work towards nationally recognised accreditation pathways that support progression into further education, training and employment. These may include:

- ASDAN Programmes and Qualifications.
 - AQA Unit Award Scheme.
 - Functional Skills qualifications.
 - Entry Level qualifications.
 - Employability awards.
 - Personal and social development awards.
 - Other qualifications appropriate to individual pathways and aspirations.
- Accreditation opportunities are selected according to pupils' abilities, interests, aspirations and long-term destinations, ensuring that achievement is recognised and supports successful transition into adulthood.

8. Safeguarding

Oliver House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, pupils, parents/carers, visitors and volunteers to share this commitment.