



Progress School

Careers Education, Information, Advice and
Guidance and Employability Policy.

Aspris

Mission Statement

Progress School is a caring, happy and progressive learning community in which each person is valued equally and respected unconditionally. Our school community promotes high expectations for each person and supports every student in achieving their potential as life-long learners. At Progress School everyone can make a positive contribution and everyone matters.

Introduction

Throughout their time at Progress School, students are given opportunities to enjoy their childhood and achieve as children, however we take seriously our responsibility to prepare them for adulthood by planning for positive outcomes for Employment, Independent Living, Community Inclusion and Health. This helps us to plan for their time with us and to support the transition into 19 to 25 education or adult social care services.

The following policy takes account of the current statutory guidance within Careers Guidance Including the Gatsby Benchmarks and Access for Education and Training Providers September 2022

Our CEIAG curriculum is flexible, relevant and inclusive reflecting the individual needs of our students. It provides a context for us to provide opportunities for careers education and preparing for adulthood from Key Stage 2 and for careers and work related learning at Key Stages 3, 4 & 5.

The Overarching Curriculum includes learning experiences within the school and beyond so that learning outside the classroom takes on a particular importance. This is particularly significant for careers development and employability as real life experiences both in and outside school enrich and provide relevance for learning. Our students need to link learning to life outside school to enable them to develop knowledge and understanding, appropriate attitudes, and learn skills for work, enterprise and employability.

Impact of Autism

The National Autistic Society surveyed over 2,000 autistic adults, or people responding on their behalf, to ask them about their experiences of finding and keeping a job. They found that: Only 16% were in full-time paid work; only 32% are in some kind of paid work (full and part-time combined), compared to 47% of disabled people and 80% of non-disabled people; over three quarters (77%) who were unemployed said they wanted to work and four in ten said they had never worked.

People with autism experience barriers to employment as a result of the core impairments associated with the condition; the ability to understand and navigate a social world, to communicate effectively, to think and behave flexibly and to manage disordered sensory experiences. In addition to the core impairments in autism, a significant proportion of adults with autism experience significant mental illness including anxiety disorder and depressive disorder. People with autism do not easily absorb skills or naturally develop them and therefore work skills, in the same way as all skills have to be explicitly taught and then generalised. At Progress School we promote the development and generalisation of skills as an educational model and all young people are supported to develop their learning into community and real-life contexts.

Ethos

At Progress School we have high expectations for the outcomes our students can achieve and believe our CEIAG curriculum should provide an entitlement to high quality learning experiences for all students.

We aim to work closely with parents, carers and families, with support from outside agencies including local businesses and social care and health care professionals, to ensure each student receives relevant and up to date advice, guidance and support during each stage of their school career.

Intent

We aim to encourage our students to:

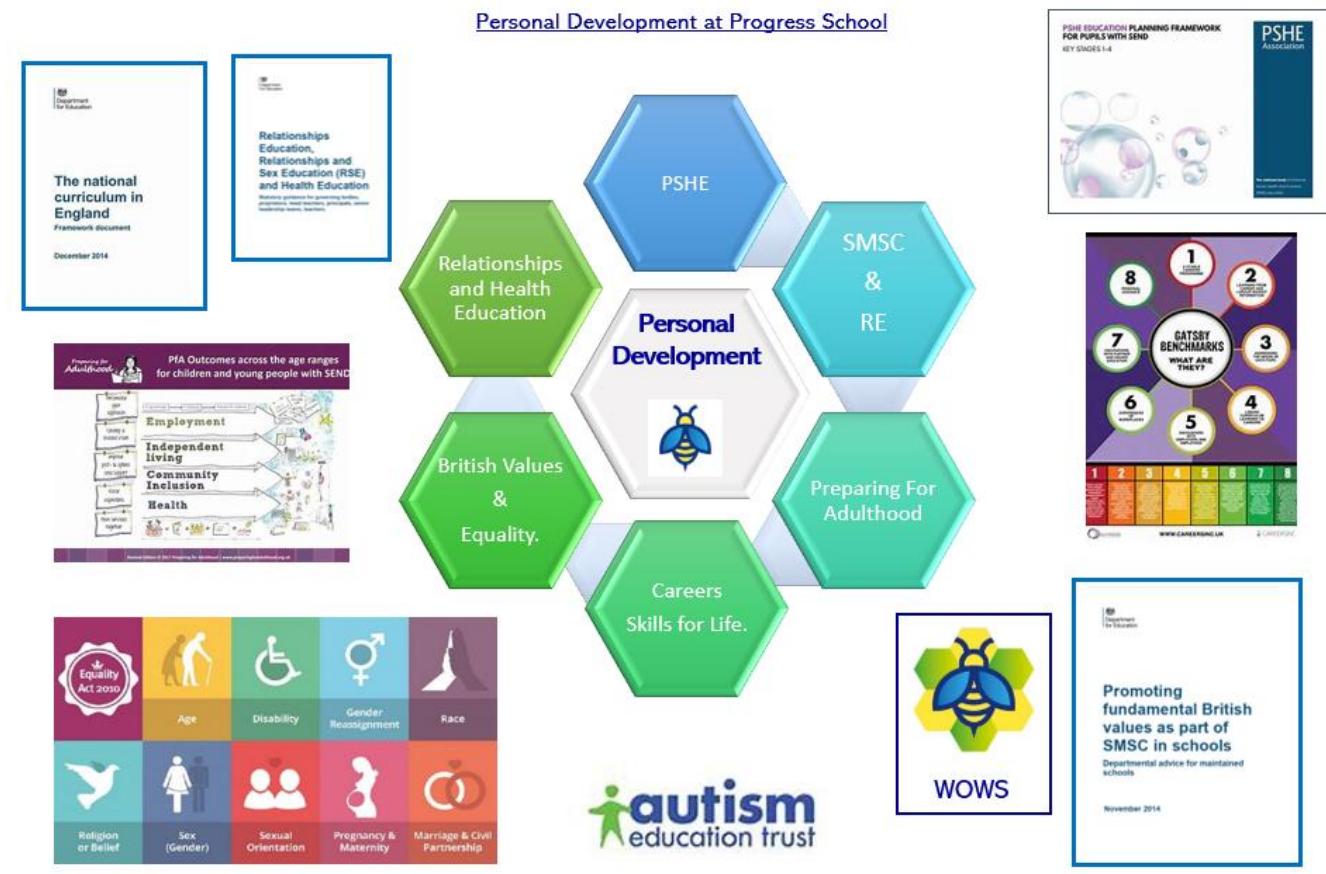
- Learn *through* work by providing opportunities for them to learn from direct experiences of work
- Learn *about* work by providing opportunities to develop knowledge and understanding of work and employability
- Learn *for* work by developing skills for enterprise and employability
- Interact with a wide range of people and teach the skills needed to interact with people using different levels of formality ie. friends, acquaintances and more formal associations
- Express preferences, communicate needs, make choices, make decisions and choose options upon which other people can act and respect
- Promote self-advocacy or the use of a range of systems of supported advocacy
- Prepare for an adult life in which they have the greatest possible degree of autonomy and support them in having relationships based on mutual respect for each other
- Increase their awareness and understanding of their environment
- Explore, question and challenge

- Participate in a wide range of learning experiences

As a school community we are committed to ensuring young people receive high quality, up to date and impartial Careers Education, Information, Advice and Guidance by:

1. Ensuring young people get the support they need so that, if possible, they can make well informed, realistic decisions about their future.
2. Having appropriate, up to date, accurate and impartial information and resources that all young people can access regardless of race, gender, religion, ability, disability, social background or sexual orientation
3. Offering all young people access to impartial guidance from an adult with a clear understanding of their needs
4. Ensuring that all staff working with young people are offered and access ongoing training about qualifications and progression pathways and other relevant subjects.
5. Working in partnership, where appropriate, with opportunity providers including employers, FE and training providers, and youth support.
6. Working with parents and carers to offer them information, advice and guidance to help them help their son or daughter.
7. Promoting equality of opportunity, celebrating diversity, challenging stereotypes and raising aspirations.

Implementation



At Progress School, CEIAG, work related learning and enterprise are incorporated into the bespoke curriculum pathways of all children and young people. CEIAG forms part of our Personal Development curriculum and we have one term a year devoted to careers and aspirations 'Only One Me' In which students are given the opportunity to meet with or visit a variety of job roles. All pupils have targets which are part of the Autism Educational Trust Progression Framework which support pupils learning outside the classroom and is linked to the PFA agenda.

We use the Skills builder to support students to further understand their own skills and areas for development and the skills needed in a certain career.



Progression of Skills and Experience



Progress School

Careers Progression Framework

Framework Underpinned by:
Preparing for Adulthood Agenda Gatsby Benchmarks
PSHE Association Framework AET Progression Framework.

Engagement Steps/ Early Steps	Progression Steps	Steps for Life
<ul style="list-style-type: none">Topic based <u>learning</u> e.g. People Who Help Us.Role PlayJobs cornersCareer specific story books.Supporting Local events and charitiesVisits from external speakers e.g. fire brigade.Personal development curriculumCommunity visits.Personal Development Curriculum including Preparing for AdulthoodEnterprise.Independence and Life SkillsActive Citizens	<ul style="list-style-type: none">Topic based learning e.g. People Who Help Us.Role PlayJobs cornersCareer specific story books.Supporting Local events and charitiesVisits from external speakers e.g. fire brigade.Linking Classroom learning to the outside worldOffsite visitsSchool based work experience- student responsibilities.Enterprise activities.Personal Development Curriculum including Preparing for Adulthood.All about me booklets.Careers and Enterprise <u>Log Books</u>Independence and life skills	<ul style="list-style-type: none">Topic based learning e.g. People Who Help Us.Role Play.Jobs cornersCareer specific story books.Supporting Local events and charitiesVisits from external speakers e.g. fire brigade.Linking Classroom learning to the outside world.Independence and Life SkillsOffsite visitsSchool based work experience- student responsibilities.Micro - Enterprise activities.Personal Development Curriculum including Preparing for Adulthood.All about me booklets.Visits to local CollegesWork experience in schoolWork Experience in the community.Visit to Careers FairCV writing.

NB: Our Careers Progression Framework outlines the full breath of our careers education. This framework is adapted to suit the needs of each pupil.

People with autism benefit from a systematic approach to developing skills. The accredited programs we use facilitate this approach and support students to see the value in the work they are doing.

Students in KS2 and 3 have opportunities to learn about the wider world of work through curriculum activity, skills development, enterprise, charity work and community activities.

Students in KS4 engage in work based skills development in the school environment and this helps them to develop skills without the additional challenge of employing flexibility in the environment or sensory overload. This is underpinned by the AQA Unit Award Scheme.

Post 16 students then generalize learning into different environments, initially away from public services eg. Within local private venues with familiar staff or our own farm and garden. Where appropriate, these students will also plan and run their own micro-enterprise, linked to the PFA

Curriculum and the Gatsby Benchmarks. This allows them to apply their entire pathway of learning into a meaningful experience of work that they have complete ownership of.

Students are then encouraged to access work opportunities in public settings and with support and training for external providers provided by school leaders.

Pupils also have the opportunity to visit and spend time at different colleges, such as Arden College. Where appropriate pupils and their family have access to the National Careers Service.

If appropriate, our students can access to Duke of Edinburgh Bronze Award, students complete at least 12 weeks of volunteer opportunities with skills progression each week. The Silver Award promotes 24 weeks of continuous volunteering opportunities which students can choose to continue if appropriate.

Review

This policy will be reviewed annually and will reflect changes to national policy guidance and changes to working practice in school.

Reviewed/updated	September 2022	C Vaughan
Next review	September 2023	C Vaughan
	September 2024	A. Swithinbank
	Jan 2026	A. Swithinbank