

Declaration of Intent with Three-Year Improvement Plan

At Tadley Court School we are committed to preparing every pupil for adulthood, employment, and lifelong learning.

We recognise the importance of high-quality careers education, information, advice and guidance (CEIAG) for all our pupils with special educational needs and disabilities (SEND). Our intention is to create a well-planned, consistent, and aspirational careers programme that supports each young person's individual pathway and responds directly to the areas for development identified by Ofsted.

Our Core Aims for Tadley Court SEND Pupils

- Raise Aspirations – Support our pupils to develop ambitious yet realistic goals for education, employment, and independent living.
- Provide High-Quality Information & Guidance – Ensure access to impartial careers advice, including information about further education, training, apprenticeships, supported internships and employment opportunities tailored to SEND learners.
- Embed Careers Learning Across the Curriculum – Integrate employability skills, enterprise activities and job-related learning within our three-year rolling curriculum, making careers education part of everyday learning rather than a standalone subject.
- Offer Meaningful Work Experience – Provide structured, carefully supported opportunities for all pupils to gain first-hand experiences of work, adapted to their abilities and aspirations.
- Develop Employability & Life Skills – Build communication, teamwork, problem-solving and independence skills to support successful transitions into adulthood and preparation for adulthood outcomes.

How Tadley Court School Will Deliver This

- A three-year rolling careers curriculum mapped to the Gatsby Benchmarks, PSHE Association and Preparation for Adulthood outcomes.
- Age-appropriate encounters with employers and workplaces across each year of the rolling programme, using SEND-appropriate risk assessments and support staff.
- A planned programme of careers lessons and activities including practice phone calls, email job applications, CV building, interview skills, dressing for interviews and understanding workplace expectations — adapted for varying communication needs.
- Individualised career action plans developed with each pupil, reviewed annually, and shared with parents/carers during EHCP and transition reviews.
- Partnership with external providers (colleges, employers, careers advisers, supported employment services and local authority SEND teams) to ensure impartiality and range of options.
- Continuous evaluation and improvement, responding to feedback from Ofsted, pupils, parents and employers.

Tadley Court School – Three-Year Improvement Plan.

Year	Focus	Key Actions	Outcomes
Year 1 (2025–26)	Build Foundations	<ul style="list-style-type: none"> • Audit current careers provision against Gatsby Benchmarks and SEND-specific guidance. • Establish Careers Lead with clear remit and time allocation. • Create a full 3-year rolling careers curriculum plan linked to PSHE & vocational pathways. • Develop a database of local employers, training providers and supported internship opportunities specifically for SEND learners. • Provide staff CPD on CEIAG and SEND-friendly careers activities. 	<ul style="list-style-type: none"> • Clear, published careers plan on the Tadley Court School website. • Consistent careers lessons and activities in all year groups. • Increased staff confidence and capacity to deliver SEND-adapted careers education.
Year 2 (2026–27)	Deepen Employer & Provider Links	<ul style="list-style-type: none"> • Launch structured programme of employer encounters (talks, visits, virtual tours) suitable for pupils with complex needs. • Expand supported work experience placements and job-shadowing opportunities with specialist mentors. • Introduce individual career action plans for all pupils aged 14+ and begin younger for those with EHCP transition reviews. • Pilot “Careers Weeks” themed around different industries with sensory-friendly and differentiated activities. • Build partnerships with local organisations to showcase positive SEND destinations. 	<ul style="list-style-type: none"> • All pupils aged 14+ have at least one meaningful employer encounter and a supported work experience placement. • Improved pupil and parent understanding of post-16/19 pathways, especially supported internships and vocational training. • Evidence of more consistent and SEND-appropriate careers provision across the school.
Year 3 (2027–28)	Embed & evaluate	<ul style="list-style-type: none"> • Fully integrate employability skills into vocational subjects and life skills lessons, including NOCN units taught at Tadley Court School. • Refine and expand work placements and partnerships with local employers/colleges offering specialist provision. • Commission independent evaluation of the careers programme using Compass+ or similar tools adapted for SEND settings. 	<ul style="list-style-type: none"> • Programme recognised as embedded and effective within Tadley Court School’s curriculum. • Destinations data shows improved progression into further education, training or employment for SEND pupils. • Ofsted and stakeholders can evidence sustained impact of careers education over three years.

		<ul style="list-style-type: none"> Analyse destinations data to identify trends and gaps. Publish annual impact report to governors, staff and parents. 	
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Tadley Court School's Commitment.

- Ensure leadership oversight of the programme by the Phase Lead/Careers Lead.
- Train all staff to deliver consistent and informed SEND-appropriate careers guidance.
- Monitor impact on pupil destinations post-school to refine and strengthen our offer.
- Publish annual reports on the careers programme's reach and impact to governors, parents, and stakeholders.

Through this Declaration of Intent Tadley Court School affirms its determination to meet and exceed the expectations highlighted in the latest Ofsted report by building a coherent, ambitious and high-quality careers programme that genuinely prepares our pupils for their next steps and adult life.

Gatsby Benchmark	Year 1 (2025–26) Build Foundations	Year 2 (2026–27) Deepen Employer & Provider Links	Year 3 (2027–28) Embed & evaluate
1. A Stable Careers Programme	Publish Tadley Court School's 3-year rolling careers plan on website. Train Careers Lead and staff on SEND-adapted CEIAG.	Review and update programme annually with governors, parents, and pupils.	Independent evaluation and impact report published. Embedded within whole-school systems.
2. Learning from Labour Market Information (LMI)	Develop SEND-friendly LMI resources for lessons and parent workshops.	Introduce themed Careers Weeks with employer speakers and sensory-friendly materials.	Pupils use LMI independently (with support) to plan next steps; evaluate understanding during EHCP reviews.
3. Addressing the Needs of Each Pupil	Create and pilot individual Career Action Plans for pupils aged 14+; include outcomes in EHCPs.	Expand plans to all key stages where appropriate; involve parents and key workers.	Fully embed action plans; use destination data to refine interventions.
4. Linking Curriculum Learning to Careers	Map all Tadley Court School subjects, NOCN units and life skills modules to employability skills.	Integrate careers-related projects (e.g., catering, digital, transport logistics).	Vocational learning fully aligned to career pathways; showcase outcomes at annual Careers Fair.
5. Encounters with Employers and Employees	Build a database of local employers willing to support SEND learners.	Provide at least one meaningful employer encounter per pupil (talks, workshops, virtual tours).	Sustain and deepen partnerships with employers and community organisations; extend the range of sectors represented.
6. Experiences of Workplaces	Audit and risk assess potential supported work placements.	Offer structured work experience/job-shadowing tailored to each pupil's needs.	All post-14 pupils have a quality-assured, supported work placement before leaving school.
7. Encounters with Further and Higher Education	Develop links with local colleges and training	Host provider fairs and visits; arrange transition	Strong, ongoing partnerships with providers; seamless

	providers with SEND provision.	visits for pupils approaching post-16/19.	transition pathways evidenced.
8. Personal Guidance	Commission qualified careers adviser with SEND experience to support pupils.	Embed annual one-to-one guidance sessions for all pupils aged 14+ (and earlier as appropriate).	Ongoing personalised guidance tracked in Career Action Plans; impact measured by improved destinations.