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Elysium Children and Education is committed to promoting equality in all its activities.  
We aim to provide an environment free from discrimination and unfair treatment.

## **1. Introduction**

This document is produced for Bere Clinic School, a school within Elysium Children and Education. It is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the Department for Education's statutory guidance, 'Careers guidance and access for education and training providers' (2018). It also is informed by the Gatsby Benchmarks of good career guidance, which must all be met by the end of 2020.

## **2. Aims of Careers and Work-Related Learning Education and Information, Advice and Guidance**

**2.1.** We aim to raise aspirations, challenge stereotypes and encourage and prepare young people to consider a wide range of pathways including further education and career opportunities in the context of a tough economic climate and ever-changing work environment. Through careers education and guidance, it is hoped that young people will be encouraged to make the most of their talents and to go on to jobs or courses which suit their needs and skills.

**2.2.** In particular, we intend for our young people to:

- a. develop a broad understanding of the world of work and an ability to respond to changing opportunities
- b. develop independent learning and research skills so that they can make good use of information and guidance, and to provide comprehensive information on all options
- c. develop and use their self-knowledge when thinking about and making choices
- d. develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition.
- e. To support young people to sustain employability and achieve personal and economic wellbeing throughout their lives.
- f. To empower young people to plan and manage their own futures

**2.3.** We recognise that the process of making career decisions is a lengthy one and that most of our young people will make their final choices only after completing a successful period of education and gaining appropriate qualifications upon leaving the service.

## **3. Commitment and Vision**

**3.1.** 1 We are committed to:

- a. the provision of resources and advice to enable young people to understand and develop career choices and to ensure that careers education is seen as part of the overall curriculum and learning framework for all year
- b. encouraging young people to achieve and to be ambitious
- c. involving young people, parents and carers in the further development of careers work
- d. working in partnership with local authorities so that no young person is disadvantaged in gaining access to education, training or work
- e. Using and meeting the Gatsby benchmarks outlined in the 'Careers guidance and access for education and training providers' statutory guidance to monitor our provision

- f. Recognising statutory duty to secure independent, impartial face to face careers guidance for young people in Year 8 to 13 that includes a range of education and training options
- g. Maximising the benefits of the students by using a whole school approach involving parents/carers/ external IAG providers/ employers and other local agencies.
- h. Recognising the importance of providing young people with real-life contacts and experiences from the world of work
- i. Ensuring all students have equity in access to impartial careers advice and guidance from external sources

#### **4. Legal Framework**

##### **4.1. We are committed to:**

- a. the provision of resources and advice to enable young people to understand and develop career choices and to ensure that careers education is seen as part of the overall curriculum and learning framework for all years
- b. encouraging young people to achieve and to be ambitious
- c. involving young people, parents and carers in the further development of careers work
- d. working in partnership with local authorities so that no young person is disadvantaged in gaining access to education, training or work
- e. Using and meeting the Gatsby benchmarks outlined in the 'Careers guidance and access for education and training providers' statutory guidance to monitor our provision
- f. Recognising statutory duty to secure independent, impartial face to face careers guidance for young people in Year 8 to 13 that includes a range of education and training options
- g. Maximising the benefits of the students by using a whole school approach involving parents/carers/ external IAG providers/ employers and other local agencies.
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#### **5. A Stable Careers Programme**

**5.1.** The service's provision will include both education and guidance. Careers education helps our young people develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work. Through guidance young people are able to use their knowledge and skills to make the decisions about learning and work that are right for them in conjunction with the local authority who can provide advice and guidance on the facilities and resources that are available in the local area. Careers education is part of our curriculum in the PSHE programme, as well as being embedded in subject areas across the curriculum.

**5.2.** Bere Clinic School has a careers programme in place which meets the requirements of the eight Gatsby Benchmarks where possible, given the context of a clinic school. The

programme will be reviewed regularly against the benchmarks to ensure it remains on target. It will ensure that we comply with the **Baker Clause**, which is an amendment to the Technical and Further Education Act that requires schools to proactively provide access to its pupils by alternative providers of technical & post 14, 16 & 18 education.

It requires ALL schools from 2nd January 2018 to:

Ensure that ALL pupils have access to hear what the following providers offer:

- At 14: studio schools, university technical colleges, further education colleges, in relation to any opportunities for 14-year-old enrolment
- At 16: apprenticeship providers, further education colleges, sixth form colleges, work-based training providers
- At 18: apprenticeship providers, higher education providers

**5.3.** A careers lead is in place to ensure the leadership and coordination of a high-quality careers programme.

**5.4.** An impartial careers adviser will support the careers leader and provide individual, tailored careers guidance to young people. The external provider will work alongside our internal careers lead teacher to ensure that the needs of all young people are met.

## **6. Curriculum**

**6.1.** Bere Clinic School will work to embed careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching.

**6.2.** Young people will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4, they will be required to continue working towards this (or functional skills equivalent) aim as part of the curriculum at Bere Clinic School.

**6.3.** Bere Clinic School will engage with local employers, businesses and professional networks, inviting visiting speakers with whom young people can relate to.

**6.4.** Every half term young people will be offered at least one meaningful encounter with careers. These encounters may include:

- a. Careers events such as careers talks and/or careers fairs/ work experience - Given our school context, these will likely have to be facilitated online
- b. External input from the Hampshire Careers Service
- c. Group or 1:1 careers lessons with the dedicated careers lead, with specified careers pathways and exploration of careers options and next steps looked at for discharge.
- d. Practice mock interviews / CV and personal statement writing
- e. Employer delivered employability workshops and enrichment days
- f. UCAS preparation/further education/ apprenticeships / technical qualifications and work-based training providers.
- g. Outside speakers from business, organisations and apprenticeship providers.

## **7. Roles, responsibilities and management**

**7.1.** The Management Committee is responsible for:

- a. The management committee is responsible for ensuring that all registered young people are provided with independent careers guidance from Year 8 to Year 13.
- b. Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- c. Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- d. Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- e. Handling complaints regarding this policy as outlined in Bere Clinic School Complaints Procedure Policy.
- f. Providing clear advice and guidance to the head teacher on which they can base a strategy for careers education and guidance which meets Bere Clinic School's legal requirements.

**7.2.** The Careers Lead is responsible for:

- a. Liaising with the headteacher and any external agencies to implement and maintain effective careers guidance.
- b. Creating, implementing and delivering personalised group and 1:1 sessions for the young people at Bere Clinic School.
- c. Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- d. Engaging with an appropriate external agency to provide careers guidance to young people
- e. Providing young people with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- f. Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- g. Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- h. Preparing and implementing an action plan for CEIAG in line with the Gatsby Standards, and reviewing and evaluating the programme of CEIAG from this.
- i. Encouraging the training of school staff to promote careers guidance to their young people
- j. Using the Gatsby Benchmarks to improve Bere Clinic School's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks, where possible given the hospital school context.
- k. Allowing young people to have access to providers of technical education, such as colleges, and apprenticeships to ensure every young person is well-informed about their future options at every stage.
- l. Engaging with the designated lead for LAC/SEND and previously LAC to ensure they know which young people are in care/are care leavers, to understand their additional

support needs and to ensure that any personal education plans can inform careers advice.

- m. Working closely with the SENDCO and other staff to identify the guidance needs of all young people with SEND and implement personalised support.
- n. Ensuring that young people with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.
- o. Providing a thorough, personalised career service throughout Bere Clinic School.
- p. Staying up to date with relevant CPD and developments in the CEIAG sector.
- q. Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- r. Attending regular supervision with the headteacher to discuss Bere Clinic School's career plan.
- s. Providing an open-door service for young people to drop in and discuss their career options.
- t. Arranging meetings and follow-up appointments with young people who are interested in the careers service.

**7.3.** Teaching staff are responsible for the following:

- a. Ensuring careers education is planned into their lessons.
- b. Attending any relevant CPD or training to ensure they are up to date with Bere Clinic School's careers plan.
- c. Promoting careers guidance in the classroom through visual aids.
- d. Creating a learning environment that allows and encourages young people to tackle real life challenges, manage risks and develop skills that can be applied to the workplace

**8. Labour Market Information**

- 8.1.** Bere Clinic School will ensure every pupil, and their parents, has access to good-quality information about future study options and labour market opportunities.
- 8.2.** Young people and their parents will be referred to the National Careers Service which offers information and professional advice via a website, helpline and web chat.
- 8.3.** Bere Clinic School will ensure young people understand the value of finding out about the labour market and support them in accessing this information. Young people will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.
- 8.4.** Bere Clinic School will provide young people with the necessary links and information that will enable them to access this. Access will be monitored to review whether young people are making the most of the service, and if not, what can be done to ensure they do.
- 8.5.** To support social mobility, Bere Clinic School will work to raise young people's aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for young people to talk to employees who work in

non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.

## **9. Addressing the Needs of Young People**

- 9.1.** Bere Clinic School's careers programme will aim to raise the aspirations of all young people whilst being tailored to individual needs. The programme will inform young people of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.
- 9.2.** All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure young people from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.
- 9.3.** Comprehensive and accurate records will be kept to support the career development of young people.
- 9.4.** Destination data will be retained by Bere Clinic School for at least three years.
- 9.5.** Information about Bere Clinic School's careers programme will be published on their website.
- 9.6.** BERE CLINIC SCHOOL will work in partnership with their commissioning schools and LAs as well as post-16 providers to provide support and advice on transitional pathways into FE or training.

## **10. Young People with SEND**

- 10.1.** Bere Clinic School will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.
- 10.2.** The careers leader will work closely with the SEND lead and other staff to support young people with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. Bere Clinic School will work with parents and carers of young people to help them understand what career options are available.
- 10.3.** Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform young people about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.
- 10.4.** Careers guidance will focus on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment or HE.

## **11. Equal Opportunities**

- 11.1.** We are keen to promote equal opportunities and try to use every opportunity to challenge stereotypes and to raise aspirations. We monitor careers resources regularly to ensure that they encourage both boys and girls and students from minority ethnic groups to enter different careers. The destinations of our leavers are closely monitored. Young peoples' opinions are actively sought in order to provide a relevant and informative service.

## **12. Work Experience**

- 12.1.** The young people at Bere Clinic School are inpatients in an eating disorders unit, many of whom are under section 3 of the Mental Health Act, therefore work experience is not possible. However young people will be encouraged and supported to undertake work experience as part of their well-being. The Occupational therapy team work closely with the young people to engage in community work experience opportunities, where possible.

### **13. Further Education**

- 13.1.** Young people are required to remain in education or training until their 18th birthday.
- 13.2.** Bere Clinic School will provide young people with a range of information and opportunities to learn about education, training and career paths throughout their school life, to prevent last minute decision-making.
- 13.3.** Young people will be encouraged to use information tools, such as websites and apps, which display information about opportunities.
- 13.4.** Bere Clinic School will ensure that there are opportunities for providers to visit the school and speak to young people in Years 8 to 13 by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, presentations and workshops.
- 13.5.** A range of opportunities for visits from providers offering other options, such as FE will also be provided.

### **14. Personal Guidance**

- 14.1.** All young people will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the pupil reaches age 16, with the opportunity for a further interview by the age of 18.
- 14.2.** Careers advisers working with young people with SEND will use the outcome and aspirations in the EHCP to focus discussions.
- 14.3.** Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions and build a relationship with them to better understand their individual needs.

### **15. Monitoring and Review**

- 15.1.** The headteacher and careers leader, will review this policy on an annual basis, taking into account the success of supporting young people in accessing post-16 education and training. This is done by gaining feedback from teachers and students themselves through surveys and discussions.
- 15.2.** The head teacher will make any necessary changes to this policy and will communicate these to all members of staff.