



CEIAG (Careers Education, Information, Advice and Guidance) /Life pathways Policy.

Learning today for a better tomorrow.

Date: November 2021

Coordinators – Enrichment Manager - Jan Smith

Personal Growth and Wellbeing Coordinator- Symon Dewsbury

Intent:

Our curriculum is designed to enable our pupils to have the best possible quality of life:

- In school
- In the wider world and with their families at the current time
- In their future adulthood including, as the SEND Code of Practice 2014 states:
 - Higher [further] education and/or employment – including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
 - independent living – enabling people to have choice and control over their lives and the support they receive, their accommodation and living arrangements, including supported living
 - participating in society – including having friends and supportive relationships, and participating in, and contributing to, the local community
 - being as healthy as possible in adult life

By 'quality of life' we mean:

- Self worth and confidence
- Positive relationships with other people
- Breadth of experience, opportunity and stimuli

Therefore pupils will learn to the maximum extent that they are able:

- **about the world; we believe in the entitlement of all our students to a broad, balanced and relevant education including appropriate access to 'cultural capital' that will promote shared understanding with others in society. To 'connect' with the world in which they live and learn about the facts, processes, principles, interests and wonders of-**
 - The natural world and environment and how to care for it
 - Human society, technology and its artistic and spiritual responses
 - Their own options and choices as they grow and develop towards adulthood

- **to be effective in the world; we will teach our students to optimise their success in achieving their goals in the world by teaching them the essential skills that will enable them to thrive in a changing world. Especially the skills of-**
 - Connecting with people: Communication (English Lang) (including literacy) and working in a team including the basic human value of treating others as you would have them treat you; with politeness and the social connectedness and emotional awareness that supports this.
 - Connecting with themselves: Improving their own learning, engagement and problem solving (Maths, Computing) including through resilience, effort, focus and thinking ahead.
 - Learning the essential skills to optimise independence in adulthood at home and/or at work. (Vocational Education/Food Tech)

- **to be confident, caring, safe, citizens; we will teach our students to be;**
 - Able to keep themselves and others safe by understanding and managing the risks of modern society including on-line and especially the dangers of grooming for criminal, sexual or extreme political motives.
 - Able to keep themselves healthy
 - Kind, caring, aware of the needs of others and aware of, able and motivated to follow the laws and British Values of our society especially understanding the moral basis that all humans are of equal intrinsic value regardless of disability, age, gender, race, sexual orientation or identity. To take increasing responsibility for themselves and the effect that they have on others.
 - Realise their own identity- in relation to cultural and spiritual awareness- in which they can feel comfortable, confident and able to continue to develop, thrive and be happy. To have the courage to be true to their 'best selves'. To learn to be true and kind to themselves through being true and kind to others.

Ethos

This Policy statement sets out the values that Cromwell High School works towards in providing education, advice and guidance that is stable, structured, embeds quality and diversity throughout, delivered by individuals with the right skills and experience. It encompasses the new guidance from the Department of Education in providing early transition planning, career aspirations and to help pupils be the best citizens that they can be leading into adulthood.

Implementation:

We implement our vocational curriculum through three main ways:

- Personal Growth and Wellbeing Curriculum
- Individual Education Plan targets derived from each pupil's EHCP (Education, Health and Care Plan)
- CEIAG (Careers Education, Information, Advice and Guidance).

❖ **Personal Growth and Wellbeing Curriculum:**

To maximize the student's opportunities for adult life the school has a robust PSHCE scheme of work much of which is delivered through our Personal Growth and Wellbeing Curriculum.

Including:

Safety: Environmental safety which ranges from students learning the power of 'No' to understanding the dangers of substances. (Additional support from Greater Manchester blue light services)

Health: Staying healthy which ranges from learning to reject activities that the students find unpleasant to a comprehensive understanding of food, nutrition. Health and mental well-being. (Additional Support by MIND)

Social: Relationships which addresses the concepts of family, friends and interacting with new people. RSE is also part of this area of learning with all children learning about consent and what a safe relationship is. (Additional support from Tameside and Glossop nursing team.)

- See Personal Growth and Wellbeing Policy and Scheme of Work & our SRE (Sex and Relationship Education) policy

Pupils currently have a focused weekly session within Key stage 3 and all students take part in at least two PSD morning sessions which focus on 'Monday manners & British Values' and 'Friday feelings'. (The school currently has three AQA modules in place which address the British Values)

(See AQA modules)

Assessment and Target Setting:

Given the importance of PSHCE a bespoke assessment and target setting has been developed in the school, which address the four areas of learning.

Interpersonal skills - focuses on the skills needed to interact with others.

Intrapersonal skills - focuses on emotional regulation, tolerance of other people and resolving disagreements.

❖ **Individual Education Plan targets** derived from each pupil's EHCP (Education, Health and Care Plan)

In addition to the areas of Communication and Cognition (including Numeracy) that support progress towards optimizing life opportunities targets are agreed with parents and, where appropriate, the pupil/student themselves, in the areas of:

- Improving own learning- including developing independent learning skills
- Working with others – a key to success in all walks of adult life
- Life/Vocation skills - addresses all the developmental milestones, eating & care skills and progresses on to personal safety, independent travel and the importance of keeping your money safe.

At the end of each term, evidence is gathered in relation to two of the students' targets which then forms the content of our school reports. The on-going data that is provided is then used to set future targets and track individual and cohort progress.

❖ **CEIAG (Careers Education, Information, Advice and Guidance).**

At Cromwell High School we want all our young people to get a programme of Careers Education Advice and Guidance that is stable, structured, and delivered by individuals with the right skills and experience. We are working with the new statutory guidance for schools and are working towards the updated Quality in Careers Standard, incorporating Compass (an online self-evaluation tool), to support the development of an excellent careers programme for all our young people. The programme is aimed to raise the aspirations of all pupils but also tailored to individual need. We have a Careers Lead (Jan Smith) who will be working towards meeting all eight Gatsby Benchmarks. By adopting the Gatsby Benchmarks Cromwell can be confident that we are fulfilling our legal duties to our students.

Our Sixth Form provision provides opportunities for some of our students to progress to destinations such as supported internships and internships. Destination measures provide clear comparable information in the success of Cromwell supporting pupils to offer them the best opportunity to continue in education or training.

Our CEIAG programme includes:

- Careers Boards
- One to one careers interviews where appropriate and contact with parents/carers.
- Support with College application forms.
- Information Evenings for parents in connection with 'Moving On'.
- Supported individual visits to College with parents.
- Supported individual visits to College with pupils.

- Supported individual visits to post 19 provision pupils and parents.
- Good careers guidance/support to make successful transitions to next stage of life post 19.
- Annual evaluation of Career Information and Guidance.
- Opportunity to attend College taster days.
- Industry morning – whole school.
- Careers day – Key Stage 4.
- Careers day – Sixth Form.
- Mock interviews.
- External talks by employers/Colleges.
- Opportunity to undertake work experience – externally and in tea room.
- Positive Steps partnership – Suzanne Nixon
- Independent careers advice.
- Appointed Careers Lead in school – Jan Smith
- Accreditation related to careers.

In particular the following strategies implement our CEIAG intent:

Independent, impartial Careers Advice and Guidance

We have an independent partnership with Positive Steps who provide impartial careers, advice and guidance for our pupils. The Advisor is in school fortnightly and offers individual appointments with pupils and parents. They also deliver a bespoke careers education programme which is delivered to pupils in year 10 and 11.

Vocational and Enrichment Education:

The school offers extensive provision in the area of Vocational and Enrichment Education, which includes work-based placements in motor vehicle, woodwork, cooking, horticulture and outdoor education/bush craft including a camp-over and Duke of Edinburgh Award. Our Enrichment includes in school music sessions, off site physical education programme (i.e.) climbing, kayaking, archery, trampolining, orienteering, yearly residential opportunities and in Sixth Form one day a week at Linnet Clough Scout outdoor education centre.

All students are working on individualized targets when they are leaning off site.

All students in Key stage four are currently working on ASDAN awards at an appropriate and differentiated level in relation to their needs and accreditation differentiated to the students abilities. (Gatsby benchmark 1, 5, 6)

Inclusive Curriculum days:

Industry day:

The school runs an annual Industry day for all students, which offers a wide-ranging carousel of experiences and practical taster sessions from the wider world of work. The day also provides parents and students from our feeder school with the opportunity to take part in this exciting, inspirational and aspirational day. (Gatsby benchmark 5)

Careers day:

Students in Key stage four work with the school's established partners from Positive Steps Careers Guidance Service. Where appropriate individual careers guidance is provided by Positive Steps as required. Careers day takes place annually and is differentiated where appropriate, and based on high aspirations and a personalised approach. The day encourages the pupils to develop their skills and experience by taking part in mock interviews/role plays, chatting to a variety of professionals and to focus on the student's career aspirations and provide a pathway to employment or voluntary work within the community. (Gatsby Benchmark 2, 3, 6, 8)

Enterprise day

The school has an annual Enterprise day which allows students to combine a wide range of skills, with a focus on team work, creativity and completing a simple project at an accessible and differentiated level.

Transition (see full transition policy):

The schools Vocational/Enrichment Manager is instrumental in the process of all students moving on to their next stage of learning. The school has established partnerships with providers across Tameside and beyond with pathways for both Educational and Vocational placements on offer to students.

The school has a long-standing relationship with Positive Steps Careers Guidance Service for individual information, advice and guidance. On-going support and guidance to parents & carers is provided by the Vocational/Enrichment Manager who ensures a thorough and comprehensive Transition Programme is in place to meet the needs of all students.

The Transition review process is robust and adopts a multi-agency approach with Adult services, Social care and educational providers in attendance. The process of transition to post 16 begins in Year 9 and is finalised over the course of the students two reviews in their final secondary year with us.

The Transition process post Sixth Form will begin immediately in Year 12 and be revisited at subsequent reviews. Students' aspirations and post sixth form options will be central to their Sixth Form offer. Students' needs will be considered at each review to plan the move on to the most appropriate adult provision at the most appropriate time; not assuming that they will continue for the whole 3 years but challenging the best placement for optimum outcomes at least each year.

(Gatsby benchmark 8, 1, 2, 3, 7)

Once a suitable educational placement is established a de-sensitisation visit takes place. During the summer term six week comprehensive transition visits commence with the final visits taking place for whole days without the support of Cromwell staff. This process is flexible and each transition is looked at individually. The Vocational/Enrichment Manager is still in contact with the College after transition and available to offer any additional support. The Complete Care Plan information is shared with the new educational provider which details comprehensive key information

Applied Learning and the wider community.

The school now has a fully working Tea-room which acts as a social hub for the wider community and more importantly provides all students with wonderful, relevant experience linked to both the world of work and their life skills target.

In addition, Key stage four students from all the different cohorts gain accreditation based on the work and skills that they learn there. (Gatsby benchmark 6)

Work experience and community work:

By the age of 16 every pupil will have had experience of a workplace through the comprehensive Enrichment Programme. This provides the opportunity to learn about what work is like and what it takes to be successful in the workplace. Each pupil by the age of 16 will have met with a Local College, Sixth Form or other educational provider.

The school's main community involvement is currently through the Tea Room and the many opportunities that this provides our students.

The school currently holds a number of charity events such as the Macmillan Tea morning and is home to our 'Friends of Cromwell parents' group. The school has strong links with all the school within the SSSP and is always seeking to be more involved in the wider community.

Impact:

Monitoring:

Monitoring of the impact of this policy will include the following evidence streams:

- The success of post-Cromwell placements
- Feedback from each element of the implementation including pupil and provider questionnaires
- Parental feedback both informal and through reviews and surveys
- Tracking of progress in Personal Growth and Wellbeing curriculum
- Tracking of progress in Individual Education Plan targets through the annual review of the EHCP.

Review:

The evidence from monitoring will be analyzed and evaluated initially by the Coordinators:

- Enrichment Manager - Jan Smith
- Personal Growth and Wellbeing Coordinator- Symon Dewsbury

Executive Leadership will be through the Headteacher in partnership with the Governors' Personal Growth and Wellbeing Committee.

Contact:

If you are a business or an organisation and what to get involved, please contact the Enrichment Manager for more information:

Jan Smith at jan.smith@cromwell.tameside.sch.uk

Further information on careers can be found at

www.careermap.co.uk and www.nationalcareers.service.gov.uk/