



**BEVERLEY SCHOOL  
FOR  
PUPILS WITH AUTISM  
CAREERS POLICY**

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To be reviewed: ..... April 2022**

## **BEVERLEY SCHOOL CAREERS POLICY**

### **Rational and whole school context**

This policy has been developed to incorporate the aims and ethos of Beverley School alongside initiatives and statutory guidance in careers education. At Beverley School we work with care, consideration and commitment to ensure all our students and young adults with autism develop the capacity to become as independent as possible so that they can make a valuable contribution to society and succeed at leading fulfilling and enjoyable lives. Beverley School promotes and delivers a whole school approach to developing Careers Education and Employability skills throughout all Phases 1-3. The CEIAG and Employability skills programme is underpinned by our whole school approach to Preparation for Adulthood (PfA) and the Gatsby Benchmarks.

PfA outcomes are integral to the curriculum offer and individual EHCP outcomes across each school Phase and students' stage of development and reflect an individual approach to meeting students' needs and future ambitions, which includes preparing for:

- Further education and/or employment: including exploring a range of career and employment options such help from supported employment agencies.
- Independent living: so that young adults have choice, control and freedom over their lives and the support they have and need for their livelihood, accommodation and living arrangements.
- Participating in society: including having a job, friends, supportive relationships, and participating in/contributing to the local community.
- Being as healthy as possible throughout adult life.

This approach enables the different development needs of our cohort to benefit from a wide range of enriching and stimulating career, employability and work related skills provision and gives our students every opportunity to reach their full potential regardless of their needs. Career related aspirations and goals can vary widely for young people with additional or different needs and yet equally valid to individuals and their families. Where appropriate, FE colleges, further training, supported internships, apprenticeships, employment and volunteering are all part of that picture. We want our students and their parents / carers to be aware of the all the opportunities available and work in partnership towards a shared belief that many of our young people are capable of sustaining paid employment with the right preparation and support. We regularly celebrate and showcase and promote the achievements of our students.

### **Aims**

The whole school focus of CEIAG is to inspire students to be ambitious, broaden horizons and explore achievable aspirations for successful transition to the next stage of their lives plus developing the skills, knowledge, understanding and readiness for managing steps towards adulthood, lifelong learning and or career aspirations, independent or supported living. This is through:

- a full commitment to providing a needs based holistic careers programme to all students, building employability skills, knowledge, experience and aptitudes through a wide range of CEIAG experiences across all Phases
- ensuring support and opportunities for students and their families to explore the range of future options, realise their potential and prepare for their individual transitional pathways and how their skills and aspirations fit best with opportunities in further education, employment, training, community participation, independent or supported living.

### **Provision**

Students will receive an enriching and stimulating planned programme of CEIAG and guidance that is personalised, impartial and independent. The programme, outcomes and provision are comprehensive and yet flexible and adaptable to meet the range of students' needs across each Phase with our 'stage, not age' approach. (Please refer to the Beverley Careers and Employability skills programme and outcomes and the Careers provision maps across each Phases.)

During Phase 1 students focus on developing critical social, communication and independence skills, as a prerequisite to emerging and developing employability skills. They begin to build the development of interests, strengths and aspirations. Students are introduced to jobs through 'People who help us' and those that familiar adults do. Through role play, assemblies and community visits student experience and explore different jobs and work environments and begin to form ideas about jobs they would like to do. Students engage in talks and discussions with familiar, progressing to less familiar career role models and prepare for Phase 2 transition.

All students in Phase 2 have access to a more formal careers focused programme of CEIAG. The programme provides many opportunities to build skills and experiences and give students the best means of making informed decisions about their future steps. Students further develop and understand their interests, talents, personal and employability skills in relation to the world of work, lifelong education, independence and community inclusion. Students prepare for change and transition from Yr 10 to Phase 3.

In Phase 3, students additionally access a breadth of CEIAG in preparation for adulthood and transition from school. Students have access to work experiences, encounters with employers and local businesses and a wealth of opportunities to further develop their employability and entrepreneurial skills. Students complete personal profiles and receive personal independent advice and guidance to enable success in and on transitioning to their next chosen step.

### **By the end of Phase 1 (as appropriate) students will be able to:**

- demonstrate a range social, communication and independence skills
- describe interests, personal qualities and skills
- talk about their possible future aspirations and ideas
- access career related role models

- explore or experience jobs and careers through a range of real world visits
- participate in sessions from visitors on job roles, careers and future aspirations
- talk about different careers and education options.

**By the end of Phase 2 (as appropriate) students will be able to:**

- describe how they like to learn
- begin building a personal profile of interests, talents and ambitions
- recognise the different skills and career related knowledge they are developing in each curriculum area.
- use computer programmes and internet to research future careers choices and criteria needed
- describe the steps they need to take in order to make a good decision about study options
- explain what careers they are interested in and which study choices will help to reach career goals
- understand the different levels of qualifications that are available.
- explain what the word stereotype means and give one example of stereotyping in jobs
- understand that having a stereotypical view about people might limit your own career and learning options
- completed a Preparation for Adulthood plan as part of the Yr 9 EHC Plan review process

**By the end of Phase 3 (as appropriate) students will have:**

- access to a curriculum providing students with study choices that will help them to reach career goals including a range of vocational areas
- taken part in a discussion to make choices about appropriate work experience placements
- taken part on a work experience placement, supported internally or externally
- taken part in activities to enable you to work with employers and business partners, prepare your curriculum vitae and attend a mock interview
- developed their personal digital profile (Globalbridge) demonstrating their talents, skills experience
- had a careers interview with the local authority as part of the EHC review process
- been given the opportunity to take part in various community or volunteering schemes
- been given at least two personal independent support and guidance interviews to enable you to be successful in their next step transition from Beverley School
- been given help and support to apply for a place at local further education colleges /work training schemes/apprenticeships/supported internships
- attended visits local Colleges: Middlesbrough, Askham Bryan, Redcar and Cleveland, Darlington or Prior Pursglove.

**Roles & Responsibilities**

The Careers Education and Employability skills programme is led and managed by Careers Lead Karen Revill and supported by the Headteacher. The Careers Education team at

Beverley School consists of the Phase leaders, class teachers, designated support staff plus an Independent Careers Advisor.

**Careers Leader:** The Careers Lead is a member of the extended leadership team with a clear reporting line to the Headteacher with responsibility for the planning, delivery and monitoring of the school's programme of Careers Education Information Advice and guidance.

**Phase leaders:** members of the extended leadership team who support the Careers Leader in planning and delivering the careers programme across each Phase.

**Form tutors:** support in the planning and delivery of the careers programme for their tutees. They will be the first point of contact when offering guidance to the students and developing links with parents and carers.

**Subject Teachers:** curriculum and careers links will make students aware of potential opportunities for progression within their subject area.

**Support staff:** support for students and key staff in the above plus supporting accessing work placements and track careers activities

**Specialist Careers Advisor:** advising and supporting students and their families with personal independent support and guidance to prepare for next steps and transition from Beverley School

### **Links**

To further support this policy, we are continuously building networks and collaborating with employers, other agencies and schools to further opportunities for our student, gain expertise and share ideas and opportunities. We work closely in partnership with parents, the local authority, other providers of multi agency support and TVCA ensuring access to the right services and available community support for our students.

### **Evaluation and review**

We evaluate and review our careers provision on an 'on-going' basis and formally at least annually to inform our planning and future requirements. To ensure that our provision is of a highest standard we regularly monitor our progress against the Gatsby benchmarks using Compass, the Careers Benchmark Tool <https://compass.careersandenterprise.co.uk> We seek and encourage regular feedback from students, parents and carers, staff, employers and other providers to ensure our provision is high quality, comprehensive and relevant.