



Name of Policy: **Careers and Work Experience**

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Woodlands Meed Equalities Statement is available on the website:

www.woodlandsmeed.co.uk under policies

**Woodlands Meed's Overall Aims:
Building Unique Futures Together**

This includes:

- Providing a safe, secure environment
- Recognising the individual needs and strengths of each child
- Planning and facilitating unique, enjoyable opportunities to maximise learning and potential
- Working with parents/carers and outside agencies to achieve the best for each child
- Ensuring opportunities from the wider community are utilised

Woodlands Meed Career's Programme & Meed's Job Club

Our careers programme:

- Prepares students for the transition to life after Woodlands Meed
- Supports students to make appropriate and informed decisions
- Provides students with meaningful vocational experiences
- Develops employability skills
- Inspires and motivates pupils to develop themselves as individuals and live as independently as is possible
- Raises students' vocational aspirations

Introduction

Woodlands Meed's Career Programme is delivered by the Meed's Job Club (MJC).

The MJC will support and guide young people to reach their full potential. It will challenge misconceptions held by employers around hiring people with SEND through practical support and guidance and showcasing the students work skills and abilities.

The MJC team has developed and delivers a progressive and meaningful programme of learning, working with employers and external partners. Every interaction between pupil, employer and external partners will be targeted and tailored to individual needs. The MJC will support the development of meaningful and robust relationships between the students and their next step to help them achieve their career goals.

The MJC will establish and maintain relationships with organisations and professionals who have the skills and knowledge of how to support young adults with SEND into paid employment. The MJC will work in partnership with local businesses to offer a range of careers opportunities and work experience.

MJC Vision

Everyone can contribute positively to their community through employment or voluntary activities with personalised support.

This programme is in partnership and part funded by WSCC.

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education.

Roles and Responsibilities

Careers Leader - *Nola Bennett*

Oversees the strategy and delivery of a relevant and engaging Careers programme, which meets the differing needs of students. Nola holds University Certificate in Careers Leadership, from Canterbury University.

Employability and Transition Lead - Diane Goddard

Responsible for overseeing the MJC Careers Programme, co-ordinating the use of Vocational Profiles and linking them to the Work Experience programme. Collaborates with local further education and training providers to prepare students for transition and maintains the Alumni engagement programme. Diane **has completed** an accredited Level 3 Certificate in Supported Employment.

Employer and Community Engagement – David Hills

Responsible for developing and implementing a local and national employer engagement strategy for the Meeds Job Club. Working closely with businesses and key stakeholders to support the development of meaningful and robust relationships between the students and their next step to help them achieve their career goals. Risk assesses and coordinates work experiences placements. David holds a masters degree in Inclusive Education and Special Education Needs.

Woodlands Meed Careers Governor – Sandra Boyd and Rose Griffiths

The two Woodlands Meed schools governors attend the MJC strategy steering group. Sandra Boyd also attends the MJC Student Voice Steering Group. Both governors are invited to attend events across the careers programme and support the MJC with networking.

Enterprise Advisor – Nick Broom CEO PVL UK (www.pvluk.com)

Nick is a member of the MJC strategy steering group and supports the employer engagement aspects of the careers programme.

MJC Student Voice Steering Group – This Steering Group provides feedback on the plans the MJC have and is the forum to share and develop ideas for the MJC from a current student, past student, teacher and parent perspective.

MJC Strategy Steering Group – This Steering Group consists of professionals and key stakeholders. The members review MJC's plans, activities and deliverables and provide their advice, insight and feedback.

This group will meet after the Student Voice Steering Group so that the perspectives from current and past students and parents can, when relevant, be fed into discussions and decisions.

Statutory requirements and recommendations

The careers provision at Woodlands Meed is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997.

This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

- be impartial
- include information on a range of pathways, including apprenticeships
- be adapted to the needs of the pupil

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out in the Provider Access policy.

In line with the Department for Education's guidance, Woodlands Meed Careers Strategy and development plan has been written with the aim of improving the careers provision. Using the Gatsby Bench Mark tool and The Quality in Careers assessment criteria key areas of development have been identified and are regularly reviewed by the staff, governors and the students.

Nola Bennett has been appointed as the Woodlands Meed Careers Leader and will oversee the careers programme, ensuring that it is stable and structured. The careers programme can be changed at the direction of the leadership of the school and college without prior notice.

Gatsby Benchmarks and Compass for Special Schools

Since autumn 2021 Woodlands Meed have achieved and maintained all 8 Gatsby benchmarks. The team use Compass + for special Schools to record, assess and track the progress made against the benchmarks. We use COMPASS evaluation for Special Schools on a termly basis.

The Careers Leader consults with the MJC team, leadership and teaching team to identify the cohort for whom the Gatsby benchmarks are appropriate and report on that group. However, we believe that all students including those with profound and multiple learning

disabilities (PMLD), Severe Learning Disabilities (SLD) or highly complex needs will benefit from the Woodlands Meed careers programme and transitions activities and the programme aims to be inclusive of these students.

Quality in Careers

On the 22nd March 2023, Woodlands Meed School and College successfully completed and achieved the Quality in Careers Standard, through Investor in Careers and are now full holders of the award for the next three years.

Following our assessment, Woodlands Meed School and College (KS3 – KS5) has been accredited as “Fully meeting all the accreditation criteria, incorporating the Gatsby Benchmarks.”

Entitlement statements

Entitlement statements have been written for each key stage and the alumni. These statements can be found on the MJC webpages and will be reviewed by the MJC Student Voice Steering Group on an annual basis. Parents/carers and students will be made aware of the entitlements at the start of each year when the careers programme is reviewed.

Elev8 – Personal Guidance at Woodlands Meed

In line with Gatsby benchmark 8, personal careers guidance is delivered by a qualified professional on a one-to one basis. At the student's Annual Review, in the preparation for adulthood section; the students, their families and professionals will discuss the possibility and suitability of future personal guidance interviews.

Year 11 and 13 students will access independent careers guidance and will be offered at key transition points. Personal guidance interviews will be scheduled before the student's annual review takes place, to ensure that the key outcomes can be discussed at the review.

Woodlands Meed have bought in the services of Elev8 who are an independent company providing impartial information, advice and career guidance.

The team includes Level 6+ qualified guidance specialists who are on the CDI Professional Register.

To prepare the students for their interview they will spend some time 1:1 with a member of the MJC who will talk to them about what to expect at the interview, support them to complete a Future Skills Questionnaire and update their Vocational Profile.

Following the interview a written report along with a list of actions to enable the student to get closer to their goals will be produced. These actions are tracked by the MJC and the class teacher. This process is called Aspiration and Action Tracking.

Students will have a personalised discussion about an agenda agreed at the start of the session. The interviews are generally 30 minutes in length. Each student is given an action plan summarising key points of the discussion and suggesting specific action points/areas for research. The careers team will hold copies of the actions plans for the duration of the student's placement.

Students are requested to evaluate the careers guidance after the interview has taken place. The evaluations are shared with the Woodlands Mead careers team and with Elev8.

The action plan produced from the interview will be shared with students, their families and professionals at the student's annual review and discussed in the preparation for adulthood section of the meeting. This is to enable any specific actions from the plan to be formally planned and followed up.

Reporting & Review

This programme will report to the following boards/groups:

- Woodlands Mead Strategy Committee
- The Learning Disability Commissioning (WSCC)
- Woodland Mead Learning and Wellbeing Committee

The destination data for the most recent leavers will be reported to Learning Wellbeing Committee and West Sussex on a yearly basis. This data and data from all other years will be reported to the Strategy Committee. Data will be gathered and analysed in the autumn term. Progress against the Gatsby Benchmarks will also be reported to the Learning and Wellbeing Committee.

MJC will report to the WSCC Learning Disability Commissioning team on termly basis. A representative from this department is also a member of the MJC Strategy Steering Group.

The Careers Programme will be reviewed annually. This review will ensure delivery remains on track and our strategic careers plan remains aligned to our career goals and objectives. A full review of the Woodlands Meeds Careers Programme will take place every three years, meeting the Gatsby requirement, with the third review in 2025.

External Work Experience, Virtual Work Experience and Work Place visits

Work experience provides an invaluable opportunity for young people to gain an insight into, and experience, the world of work.

The use of placements in business and industry can help young people to develop the skills and attitudes they will need for employment. It reinforces that learning takes place out of, as well as in, the classroom, and enhances the students' perceptions of the relevance of the work they undertake in school or college.

When do work experience placements occur and what tasks are students usually given?

Work experience at Woodlands Meed is part of the careers programme in KS5 for those students who are able to access a placement. External work experience will take place throughout the year and is subject to employer's availability. Where external work experience is not deemed appropriate nor available, an experiences of a workplace or internal work experience placements will be offered.

Students are matched to placements that are aligned with their career goals set out in their vocational profile or discussed at a careers personal guidance interview/annual review.

During the placement, students must not be asked to do anything dangerous or use equipment without proper training and supervision. They must not be expected to do work which is unsuitable for young people or which is legally prohibited.

Placements will occur during school term time, throughout the academic year. In some cases, extended periods of work experience may be arranged for individual students. These are defined as 'work placements'.

What hours can the student work?

The hours worked should be those appropriate for regular employees under 18 doing similar work.

They should not exceed 40 hours per week, nor should they involve unnecessarily unsocial times.

Can the student receive payment for the work they undertake?

Students should not be paid for work done while on a work experience placement. However, employers may contribute towards travel costs and other expenses if they wish.

Permission, Safeguarding, Welfare and Security

Background checks are made of anyone who will be spending substantial unsupervised periods of time alone during their experience of the workplace, particularly if located in an isolated environment or where the placement has a resident element e.g. through a Disclosure and Barring Service (DBS) check. This is the responsibility of the company/business.

By virtue of the Health and Safety (Training for Employment) Regulations 1990, students on placement are effectively employees of the organisation for the duration of work experience. In addition, they are treated as employees for the purpose of insurance against personal injury, provided your insurers have been notified.

Parents and carers are informed about the experiences that young people are going to have outside of school and their permission is sought. Parents are made aware of where their children are and why they are there.

Students will be briefed on what to do if they feel unsafe at any point of their placement. Students are taught/supported to observe all workplace rules regarding safety compliance, security and information confidentiality.

All work experience placements are recorded on COMPASS + and the students are to keep a work experience log to reflect on their experiences at the work placement.

The students must agree to observe all safety, security and other regulations laid down by the employer or by displayed instructions and to hold in confidence any information about the Employer's business, which they may obtain during the placement and not to disclose such information to another person without the Employer's permission.

The employer recognises that a student on work placement is to be regarded as an employee for the purposes of Health and Safety legislation and the associated duty of care. A current health and safety policy will be

maintained and there will be compliance with the provisions of the Health and Safety at Work Act 1974 and its relevant statutory provisions.

The employer will undertake a suitable and sufficient risk assessment in relation to the health and safety of the student while on the placement, taking into account the student's inexperience, immaturity and lack of awareness of risks. Control measures are introduced to eliminate or minimise risks and will ensure that pupils, school and parents are advised of the findings of any risk.

Students will not do work prohibited by law, operate dangerous machinery, carry out any manual handling tasks identified as being a risk to the student's health and safety, or be exposed to dangerous substances, radiation, extreme heat or cold, noise or vibration or any other work environment that may endanger their health and safety.

Where appropriate, students will be provided with and instructed on the correct use of personal protective clothing and equipment (PPE) and its use will be enforced.

At the start of the work placement, the employer will provide students with a health and safety induction, which will include workplace hazards and their control, fire, emergencies, first aid, accident reporting and security arrangements.

The Meed's Job Club will carry out due diligence checks, risk assessments & obtain a signed agreement from the employer for external work experience placements. Our Employer and Community Engagement Lead has completed IOSH Health & Safety for Work Placement Personnel enabling them to carry out suitable checks on employers (placement providers) health and safety management systems.

Employers/businesses that have had check made are then placed on the Meed's Job Club WEX database.

The Meed's Job will offer support and guidance to employers and their contact details will be kept on COMPASS +.

Child Protection


The employer is responsible for the welfare of the student during a work placement and is aware of child protection issues, particularly responsibility under the Criminal Justice and Court Service Act 2000 to disclose the names

of individuals who are disqualified from working with children, where known to them.

Placement Monitoring


The Meed's Job Club staff will monitor the placement progress of our students.

The Meed's Job Club staff will conduct mid and end of placement reviews to review the progress of the student.





KS3 Woodlands Meed Careers Programme 2023/24


Careers Programme	Employability units
<ul style="list-style-type: none"> To take part in transition and future planning at Annual Reviews To take part in Green Careers Week and National Careers Week events To take part in a Hopes and Dreams project To develop employability skills using PRACTICE Skills for Life and Learning To attend Careers & Transitions Fairs To attend a programme of inspirational speakers, including those with SEND To take part in STEM events To take part in social action projects To be Introduced to the KS4 curriculum and vocational learning Year 9 to attend an experience of a work place 	<p style="text-align: center;">Year 7</p> <ul style="list-style-type: none"> Introduction to Skills for Life & Learning and the Meed's Job Club <p style="text-align: center;">Year 8</p> <ul style="list-style-type: none"> Introduction to Enterprise <p style="text-align: center;">Year 9</p> <ul style="list-style-type: none"> Introduction to Interview Skills (mock interviews at college site with college staff) Introduction to Vocational Profiles



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Entitlement Statements KS3

Students in Key Stage 3 will:

- Have the opportunity to actively participate in transition and future planning at their Annual Reviews
- Be supported to identify and review their Hopes and Dreams
- Be introduced to and use PRACTICE Skills for Life and Learning
- Have opportunities to meet relevant and inspiring local employers and employees
- Have opportunities to meet and engage with inspirational speakers, including those with SEND
- Have opportunities to participate in social action activities
- Be encouraged to challenge stereotypes and discrimination
- Have access to a curriculum that has clear links to careers
- Understand what the Meed's Job Club offers
- Have opportunities to participate in STEM activities and attend local STEM events
- Be encouraged to start to identify skills, strengths and areas for development
- Participate in an Enterprise challenge project
- Have opportunities to develop interviews skills in relevant contexts
- Begin to create their vocational profiles
- Have opportunities to meet relevant further education and social care providers
- Begin to explore post 16 options including: Apprenticeship, Supported Employment and Supported Internship pathways
- Be introduced to the KS4 curriculum
- Access multiple and meaningful encounters with employers/employees
- Be provided with opportunities to learn from alumni/relevant role models



KS4 Woodlands Meed Careers Programme 2023/24

Careers Programme	Employability units
<ul style="list-style-type: none">To take part in transition and future planning at Annual ReviewsTo take part in aspiration and action planningTo take part in Green Careers Week and National Careers WeekTo take part in a Hopes and Dreams ProjectTo develop employability skills using PRACTICE Skills for Life and LearningTo attend Careers & Transitions FairsTo attend a programme of inspirational speakers, including those with SENDTo attend a vocational link programme at a local further education collegeYear 10 and 11 students will attend an experience of a work placeYear 11 students will be invited to attend a personal guidance careers interviewTo take part in termly social action projects	<p>Year 10</p> <ul style="list-style-type: none">Local Education Providers and Qualification routesWhat are Apprenticeships and Supported Internships?How to Write a CV/How to Complete an Application Form/ Cover letters (English) <p>Year 11</p> <ul style="list-style-type: none">What is Careers Advice and Guidance?Introduction to Useful Career Websites/Local Market InformationInterview SkillsHow to Prepare for Transitions





Entitlement Statements KS4

Students in Key Stage 4 will:

- Have the opportunity to actively participate in transition and future planning at their Annual Reviews
- Be supported to review their Hopes and Dreams
- Have access to aspiration and action planning with a member of the MJC
- Have opportunities to update their vocational profiles; identifying career goals and steps required to achieve them
- Be supported to share these with external providers; identifying career goals and steps required to achieve them
- Develop the use of PRACTICE Skills for Life and Learning
- Have opportunities to meet relevant further education and social care providers
- Have opportunities to meet relevant and inspiring local employers and employees
- Have opportunities to meet and engage with inspirational speakers including those with SEND
- Have opportunities to participate in termly social action projects
- Be encouraged to challenge stereotypes and discrimination
- Have access to a curriculum that has clear links to careers
- Understand what the Meed's Job Club offers
- Have opportunities to participate in STEM activities and attend local STEM events



Entitlement Statements KS4

Students in Key Stage 4 will:

- Develop their understanding of what Careers Advice and Guidance is
- Have access to impartial personal careers guidance with a qualified careers advisor (in year 11)
- Be provided with clear information about Local Education Providers and Qualification Routes
- Have opportunities to develop functional skills and knowledge of personal finance
- Be provided with opportunities to develop their CV and application writing skills
- Be introduced to useful careers and transitions websites
- Be provided with support and guidance of how to manage transitions
- Develop their understanding of labour market information and where to access it
- Be provided with clear information about Supported Internships and Apprenticeship pathways
- Have the opportunity to attend at least one experience of a vocational link programme at a local further education college
- Where assessed to be appropriate and accessible, access to an experience of a work place
- Experience further meaningful encounters with employers and employees
- Be provided with opportunities to learn from alumni/relevant role models



KS5 Woodlands Meed Careers Programme 2023/24

Careers Programme	Employability units
<ul style="list-style-type: none">To have the opportunity to actively participate in transition and future planning at their Annual ReviewsTo take part in National Careers Week and Green Careers WeekTo take part in Hopes and Dreams projectsTo develop employability skills using PRACTICE Skills for Life and LearningTo attend Careers & Transitions FairsTo attend a programme of inspirational speakers, including those with SENDLearning that focuses on life skillsTo have an employability Next Step targetTo take part in community social action projectsThe opportunity to take part in Catering, Upcycling, Horticulture, and Retail EnterprisesTo have access to an external work experience placement (most students)To have access to an internal work experience placement (some students)Take part in remote and virtual work experience (some students)To attend an additional vocational link programme at a local further education collegeIn year 13 be invited to attend a personal Careers Guidance interview (and at key transition points)Take part in the National Citizenship Programme	<ul style="list-style-type: none">Travel TrainingApprenticeships & Supported InternshipsHow to write a CV/How to compete an application formInterview skillsLocal Market Information and different employment sectorsHow to prepare for transitions





Entitlement Statements KS5

Students in Key Stage 5 will:


- Have the opportunity to actively participate in transition and future planning at their Annual Reviews
- Be supported to review their Hopes and Dreams
- Actively develop their PRACTICE Skills for Life and Learning in a work place situation
- Have further opportunities to meet relevant future education and social care providers
- Have opportunities to meet relevant and inspiring local employers and employees
- Have opportunities to meet and engage with inspirational speakers including those with SEND
- Have opportunities to participate in social actions community projects
- Be encouraged to challenge stereotypes and discrimination within the world of work
- Have access to a curriculum that has clear links to careers
- Understand what the Meed's Job Club offers
- Have access to Aspiration and Action planning prior to annual review with the MJC
- Have access to personal careers guidance with a qualified careers advisor



Entitlement Statements KS5

Students in Key Stage 5 will:


- Have the opportunity to attend at least one experience of a vocational link programme at a local Further Education college or visit a social care day services
- Continue to develop their understanding of labour market information
- Have opportunities to develop life skills
- Have opportunities to develop functional skills
- Engage in an Enterprise Programme
- Access work experience every year in KS5 (for the majority)
- Develop their understanding of behaviour and presentation in the workplace
- Develop their understanding of communication in the workplace
- Develop their understanding of how to solve problems in the workplace
- Be provided with clear information about Supported Internship and Apprenticeship pathways
- Have opportunities to develop their vocational profile and share with external providers; identify careers goals and steps required to achieve them
- Complete/update their CV



Alumni Entitlement Statements 2023/24

Alumni members (up to the age of 25) will:

- Be invited to join the Woodlands Meed Alumni Facebook group and mailing list
- Be invited to the annual Alumni Summer BBQ
- Be invited to other ad-hoc alumni events
- Have opportunities to share progress stories with current students
- Have the opportunity to feature on a 'Where Are They Now' board at school/college and on the website
- Be sent regular MJC updates via the mailing list and Facebook group
- Be able to request support from the MJC for help with;
 - a) Completing/updating a Vocational Profile
 - b) Writing a CV/Job Application
 - c) Interview skills
 - d) Job Searching
 - e) Signposting/introductions to careers & support services



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