



Provider Access Policy Statement (Careers Advice and Guidance)

Written by	Date	Submitted to	Approved by	Renewal date
Role: Assistant SIP Leader Mrs Hall	April 2021	Standards Committee 17 th May 2021	Rev Simon Skidmore	Summer 2023
Signed:			Signed	

This document should be read in conjunction with other school policies relating to: Curriculum, Accreditation, Equal Opportunities, Inclusion, Transition, Communication and Target Setting, Teaching and Learning.

Our Mission

Green Park aims to provide access to high quality education and learning experiences, both in school and in the community and seeks to maximise each pupil's achievement as part of his or her lifelong learning. It is the school's aim to be a centre of Educational Excellence in the heart of the community.

Introduction

Green Park School places the needs of each student at the centre of all learning and experiences. This ethos is reflected in our careers policy which has been developed to meet the specific individual needs of our young people, whilst following the government careers strategy and statutory guidance.

Green Park provides a relevant and engaging careers curriculum which meets the differing needs and requirements of our pupils. This is developed throughout a pupil's time at the school and is always supportive of their abilities, strengths and skills. The careers programme can be tracked alongside the Gatsby Benchmarks, a framework of eight guidelines for excellent careers advice and guidance.

Careers Advice and Guidance and Effective Transition at Green Park School

Provision at Green Park School is the responsibility of everyone. **The School Improvement team lead team on careers and the link person with day to day organization in school is Mrs Norman and this includes Careers Education.**

We believe that a young person's 'career' is their 'pathway through life'.

All students attending Green Park School have an Education, Health Care Plan (EHCP). **Ensuring the provision of careers advice during school and supporting pupils into their pathways after leaving school is an essential element of the EHCP.**

The duty on schools, to secure independent careers guidance for all Year 8 to Year 13 pupils, is intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential. Inspiring every pupil through more real-life contacts with the world of work can help them understand where different choices can take them in the future. Schools should provide face-to-face advice and guidance to build confidence and motivation. This should include consideration of the role that careers professionals can play in supporting pupils as one element of a varied careers programme.

Entitlement

All young people in Years 8 to Year 13 should receive careers support that:

- Is impartial.
- Includes information on a range of pathways, including apprenticeships.
- Is adapted to the needs of the child.

Careers Programme

In the Academic Year 20/21, the careers and enterprise curriculum will be reviewed in light of the COVID-19 pandemic.

Pupils from Nursery to Key Stage 2 experience and have the opportunity to, take part in careers and the world of work education as part of their broad and balanced curriculum and the themes we cover. This is done through trips and residential opportunities where pupils gain experience and understanding of the wider world, through the use of role play and practical experiences, pupils learn about and experience different jobs and occupations. All pupils take part in enterprise activities to raise funds for the school and charities through events such as the Christmas Fayre.

For Secondary aged pupils the following careers programme is delivered to the Year Groups specified, however the movement through the programme is planned according to the individual needs of each student. This means that pupils will access the programme dependent on their **skills as well as their** year group – where appropriate.

Aims and purpose

Green Park Careers policy outlines how the school's careers programme is designed to equip young people with the confidence and skills needed to prepare them for their future. This takes place through bespoke support starting in year 7 and progressing through to year 14. The program enables our young people to understand and share their own likes and interests and how these can translate to further education, social care or supported living.

- Prepare pupils for the transition to life after Green Park School.
- Support pupils in making informed decisions which are appropriate for them.
- Provide pupils with well-rounded experiences.
- Develop personal characteristics such as social skills, communication, independence and resilience.
- Inspire and motivate pupils to develop themselves as individuals and live as independently as is possible.

This is personalised to student's needs. We only offer experiences that are meaningful and add value to our young people **lives**.

Due to COVID19 we have had to reschedule some of our planned events. These have been replaced with virtual encounters and activities that can be carried out within the school bubbles. Strict guidelines and risk assessments are being carried out.

Term	Internal Events	External Events and visitors
Autumn Term	<ul style="list-style-type: none"> Macmillan Coffee Morning Fund raising – Christmas Fayre 	<ul style="list-style-type: none"> Post 16 Providers Tour, Talks and workshops – also available virtually. Person Centred Planning meetings and personal guidance sessions for Year 11 and post 16 students
Spring Term	<ul style="list-style-type: none"> Emergency Services and safety day Careers Week Fund raising -Spring Fayre Apprenticeship week 	<ul style="list-style-type: none"> Work Place tours – KS3 , KS4 & KS5 * Work experience
Summer Term	<ul style="list-style-type: none"> Setting up for school events – prom sports day 	<ul style="list-style-type: none"> Transition workshops Work experience

*Due to Covid may be rescheduled

Community involvement and events

Students in **Year 12- Year 14 (sixth form)** are highly involved in charity and community events to develop a range of skills, knowledge and experience which is transferrable to the world of work, including team work. We develop and expand a link to cross-curricular activities to allow these activities to flourish and for students to take away learning. For example, students have taken part in Children in Need, Red Nose Day and Macmillan Coffee Mornings.

Class Based Work Experience

Pupils undertake work experience in their classroom base, known as 'Student Responsibilities'. An example of roles may include;

- **Admin Assistant** – Each morning a pupil collects in all the home-school books, takes the register back to reception and updates the classroom date and visual timetable. At the end of each day give out home-school books, takes down the classroom date, visual timetable.
- **Classroom Assistant** – In the morning a pupil organises the classroom tables and puts all the chairs out. At the end of each day, the pupil stacks the chairs, wipes down the tables and whiteboard, turns off any computers and ensures items are put away tidily.
- **Catering Assistant** – At snack time, a pupil will put the snack options symbol on the snack display, sets the table, takes the snack and drink requests, prepares food and drinks and serves everyone.
- **Kitchen Assistant** – After snack/dinner time, a pupil clears and cleans the table, washes and dries the dishes, cleans and tidies the kitchen. Putting any leftover food

and drinks away. Many classes throughout the school adopt a 'student responsibility' model, which is differentiated to the students' needs.

Further examples by year group :

Year 7:

Experience of the wider community through visits and residential experiences. Enterprise projects three times per year. Exploration of the world of work through weekly Options lessons such as gardening, craft, music. Through PSHE and cross-curricular activities, pupils develop skills which link to The Gatsby Benchmarks.

Year 8:

Year 8/9 –Let's look at life skills- Learning for Living- Experience of the wider community through visits and residential experiences. Enterprise projects three times per year. Exploration of the world of work through weekly Options lessons such as gardening, craft and music. Through PSHE and cross-curricular activities, pupils develop skills which link to The Gatsby Benchmarks.

Year 9:

Year 8/9 –Let's look at life skills- Learning for Living -Experience of the wider community through visits and residential experiences. Enterprise projects three times per year. Vocational skills lessons for 1 full day per week. Pupils also study Work Related Learning, this is a programme of study through ASDAN which teaches them the skills needed for work. This includes an understanding of careers and occupations and how to dress and behave at work. Through PSHE and cross curricular activities, pupils develop skills which link to The Gatsby Benchmarks.

Year 10: Year 10-11 – Growing Careers and developing life skills– Learning for living- Experience of the wider community through visits and residential experiences. Enterprise projects three times per year. Vocational skills lessons for 1 full day per week. Pupils also study Work Related Learning, this is a programme of study through ASDAN, which teaches them the skills needed for work. This includes an understanding of careers and occupations and how to dress and behave at work.

Year 11: Year 10-11 – Growing Careers and developing life skills– Learning for living- Experience of the wider community through visits and residential experiences. Enterprise projects three times per year. Vocational skills lessons for 1 full day per week. Pupils also study Work Related Learning, this is a programme of study through ASDAN, which teaches them the skills needed for work. This includes an understanding of careers and occupations, interview skills and how to dress and behave at work. Pupils take part in visits to Colleges and places of further education as part of their transition and careers planning. Through PSHE and cross-curricular activities, pupils develop skills which link to The Gatsby Benchmarks.

Year 12-14 (Post 16) : Careers in Practice – implementing life skills –Learning for Living - Experience of the wider community through visits and residential opportunities. Enterprise projects at least three times per year. Pupils also study Work Related Learning, this is a programme of study through ASDAN, which teaches them the skills needed for work. This includes an understanding of careers and occupations, interview skills and how to dress and behave at work. Pupils take part in visits to Colleges and places of further education as part of their transition and careers planning. Throughout the year students take part in volunteering opportunities and have weekly access to further education

providers such as college and day service providers. There is a higher focus on Independent Living Skills to increase the chances of pupils living as independently as possible.

School Development Plan

We have a section of our School Improvement Plan **2020-2023** that is dedicated to the development of our careers programme.

1. Ensure all of Year 8 14 students have had the opportunity to access the community in a variety of ways – in school and offsite
2. To ensure all of our students are given the opportunity to use and transfer their knowledge and skills in meaningful ways through different experiences.
3. Year 8-9 –Let's look at life skills- Learning for Living
4. Year 10-11 : Growing Careers and developing lifeskills – Learning for living.
5. Year 12-16 : Careers in Practice – implementing life skills –Learning for Living.

Aims and Commitment of CEG

Green Park School is committed to providing a planned programme of careers education information, advice and guidance for all students in Years 7-11 and information, advice and guidance in partnership with the local Connexions service.

Green Park School endeavours to follow the National framework for CEiAG 11-19 in England (DfES, 2001) and other relevant guidance from the DfES, QCA and Ofsted

At Green Park School our careers' mission statement aims for all students to:-

- go into Employment, Education or Training (EET) after leaving Green Park School
- have completed Work Experience
- have knowledge and understanding of careers opportunities available to them as an individual,

This policy was developed and is reviewed through discussions with teaching staff, the school's Connexions personal advisers, students, parents, governors, and advisory staff. The development of careers provision at Green Park School is constantly reviewed and considered through the careers section of the School Improvement Plan.

The Careers Policy supports, and is underpinned by key, school policies including those for teaching and learning, assessment, recording and reporting achievement, work related learning and enterprise, equal opportunities and diversity, health and safety, gifted and talented, well being and special needs. All these can be found on the Green Park School **Learning platform** and information file.

Careers lessons are part of the school's SEMH programme. Other focused events such as educational road shows are provided from time to time. Work experience preparation and de-brief take place on enrichment days and during other appropriate times in the curriculum. Students are actively involved in the delivery and evaluation of activities.

Career learning is assessed through the school assessment system and accreditation outcomes (ASDAN- Towards Independence, Transition Challenge and Person Progress Units)

An Annual Partnership agreement is negotiated between Green Park School and Wolverhampton Connexions service which identifies the contributions to the programme that each will make. The partnership agreement with Connexions is reviewed annually. Other links are being developed with the local colleges of further education and other external providers.

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEG area. The Careers Co-ordinator is responsible for the effective deployment of resources. Sources of external funding are actively sought to support the programme. **We also support pupils eligible for the bursary scheme in funding equipment they might need for the programme**

The programme is reviewed annually by the Careers Co-ordinator, the Head Teacher and governors.

This policy is reflective of the 8 Gatsby Benchmarks.(see appendix)

The Careers programme and adheres strictly to the EQUAL OPPORTUNITY POLICY of Green Park School and believes that all students should have access to the same impartial information and advice on which to make an informed choice.

Modes of Delivery

The Careers Education programme is delivered through the School curriculum and phase offers. This is supported by comprehensive advice and work experience activities organised and delivered by Green Park School's staff, local Connexions Personal Advisers. Opportunities are offered for 'specific' activities in addition to the general programme and interested students are signed out of lessons as and when appropriate to participate in these.

Procedures

All placements will include opportunities for students to experience:

- working in a setting which includes a variety of ages
- working with a mentor/supervisor/support staff
- responding to an unfamiliar setting and new tasks

Well-being and its role in Careers

At Green Park School, the well-being and mental health of all stakeholders is vital to achieve our school vision and ethos. School are working towards achieving the accredited 'Well-being Award' for schools and the role of Careers provision is integral to this. The well-being team and youth mental health first aiders are cascaded across different clusters so that staff and pupils are guided and supported as appropriate.

Careers provision requires pupils and their families to communicate regularly through meetings, phone calls, home-school diaries and school events in order to gain the support of school in relation to their well-being and mental health. It is a period of time when key life decisions are made about life choices after leaving school and we recognise the pressures this can place on individuals and families. Staff ensure professional, support relationships are built with families as a pupil starts at Green Park and this continues throughout a pupils journey at school, for many years to come to support families during this transition point.

Staff are regularly supported through staff meetings, inset days, briefings and special events /themed days to ensure that their well-being is supported by leaders and governors. Each member of staff has access to a well-being Bundle and our school Human resources team who can offer support for specific needs of an individual. We are passionate about supporting our children, many of whom have spent 13 years of their school life at Green Park, so being part of the decisions about their future, dealing with anxiety about applications and outcomes and also saying farewells can be highly emotive. School leaders and class teachers will support colleagues who need assistance and provide opportunities for them to be involved in planning and arranging farewell events and supporting transition programmes to new settings so everyone feels confident the young person will have a successful transition and flourish in their future beyond Green Park school

Management

The Careers Co-ordinator, who will be the Assistant School Improvement Leader supported by the Head Teacher, Deputy Head, Governors and Connexions Personal Advisers, manages a team of experienced teachers in the delivery of the careers education programme incorporating both vocational and academic routes.

The Careers Co-ordinator works within a budget supported by additional funding as appropriate for the Connexions Service, school charity donations? and volunteer parents contributions?. The budget is reviewed annually.

Resources

The bulk of the CEG programme is delivered through onsite sessions incorporating accredited programmes through college Careers Co-ordinator in conjunction with Connexions Personal Advisers. This is backed by a comprehensive Careers Library, CAG Programmes, videos and visits. The emphasis is on the involvement of students through a variety of learning styles.

Parents

Parents are actively encouraged to support the Careers Programme and are invited to parents' evenings where they can talk with Careers staff and Connexions Advisers. Parents are kept informed of careers developments through regular letters and the Green Park School's Newsletter, together with Connexion packs for parents appropriate to different age groups.

The Careers Education Programme

The Careers Department is committed to the achievement of knowledge and skills through a comprehensive programme, details of which are attached. (see appendix)

Review and Evaluation

There is an annual review and evaluation of the careers education guidance programme involving staff and students and the outcome of this is used for planning the programme for the next academic year.

Monitoring and review

This policy will be monitored by the Chair of Governors in conjunction with the Headteacher. It will be reviewed by the Governing body every two years, or earlier, if considered necessary.

We aim to ensure that everyone in Green Park School has access to high quality education and learning experiences, achieves success according to their needs, hopes and abilities both in school and in the community. We aim to provide a safe and pleasant School in which to learn and seek to maximise each pupil's achievement as part of his or her lifelong learning, and where there is respect for self, for others and for the environment. We aim to ensure active participation in lifelong learning opportunities, which are equally accessible to all. It is the school's aim to be a centre of Educational Excellence in the heart of the community.

Appendix 1:



GREEN PARK SCHOOL PROVIDER ACCESS POLICY

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 8-13 are entitled:

to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;

to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events

to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact

Telephone: 01902 556429;

Email: **Opportunities for access**

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

