


## Green Park School Provider Access Policy Statement (Careers Advice and Guidance)

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Role:	Assistant School Improvement Leader & Careers Lead
Committee approving Policy	Standards Committee
Date approved by Committee:	20 May 2024
Date for renewal:	Every 2 Years, Summer 2026
Signed by Chair of Committee	  Linda Guest, Chair of Governors

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. At Green Park School we refer to it as Preparation for Adulthood.

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 on careers and the link person is Mrs Kerry Hall.

***'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 their EHCP.

The duty of 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 pupils in Years 8 to Year 13 should receive careers support that:

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

See Appendix 1 for further details.

### **Rationale**

In line with current statutory guidance (Jan 23), we believe that all students should have the opportunity to meet with a wide range of providers and hear about the opportunities and pathways that they offer. However, given the varied, and often complex, needs of our young people, it is important to ensure that these experiences are carried out in conjunction with partners who can provide relevant and meaningful experiences that are indicative of likely future pathways e.g. further education, specialist college, social care etc. Furthermore, we are also aware that, for some of our learners, the prospect of discussing transition can be distressing, therefore, we adopt a person-centred approach to provider access, whereby learners are supported to explore the potential pathways, that are most relevant and meaningful to them, at the time that is right for them.

### **Careers Programme**

Pupils from EYFS (Early Years Foundation Stage) to Key Stage 2 experience and can 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 role play and practical experiences pupils learn about and experience different jobs and occupations.
- The chance to raise funds for the school and other charities through events like the Christmas Fayre.

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

### **Aims and purpose**

The 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 the student's needs. We only offer experiences that are meaningful and add value to our young people's lives.

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

	<ul style="list-style-type: none"> <li>➤ WOW day</li> <li>➤ Pop up shop</li> <li>➤ Deals on wheels</li> </ul>	
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### **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 transferable to the world of work, including teamwork. 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 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, set the table, take the snack, and drink requests, prepare food and drinks, and serve 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 lessons such as gardening, craft, music. Through PSHE and cross-curricular activities, pupils develop skills which link to The Gatsby Benchmarks.

**Year 8:** Let us 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 lessons such as gardening, craft, and music. Through PSHE and cross-curricular activities, pupils develop skills which link to The Gatsby Benchmarks.

**Year 9:** Let us 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:** 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:** 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 like 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. Students are also encouraged to expand their experiences in works experience opportunities such as: in the school kitchen, litter picking and caring for our site, office work and supporting younger pupils at playtimes.

### **School Development Plan**

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

- Ensure all of Year 8 pupils (14 pupils) have had the opportunity to access the community in a variety of ways – in school and offsite.
- To ensure all our students are given the opportunity to use and transfer their knowledge and skills in meaningful ways through different experiences.
- Year 8-9 –Let us look at life skills- Learning for Living
- . Year 10-11: Growing Careers and developing Life Skills – Learning for living.
- 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 (Careers Education, Information, Advice, and Guidance) 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 (Social Emotional Mental Health) 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.

**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 has achieved 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 to gain the support of school in relation to their well-being and mental health. It is a period 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 pupil's 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 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, Assistant Head, Governors, and Connexions Personal Advisers, manages a team of experienced teachers in the delivery of the career's 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 voluntary 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. See Appendix 1 for further information.

## 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

As per current Statutory Guidance, all students in Years 7-13 are entitled to six encounters with technical/vocational providers 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 (Where appropriate) available at each transition point;
- 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;
- Understand how to make applications for the full range of courses.

These encounters should be evenly spread across the key stages with 2 taking place in Key Stage 3, 4 and 5. However, given the needs of our learners, we shall be introducing relevant and meaningful providers, at an appropriate time to avoid anxiety and distress relating to transition. Whilst some of these providers would not be recognised under current Provider Access Legislation e.g. specialist colleges, social care, activity providers etc., they are indicative of the likely destinations of our young people and so must be included, and prioritised, to support informed decision-making and promote empowerment.

## Management of provider access requests procedure -

A provider wishing to request access should contact:

- Telephone: 01902 556429;
- Email: **Opportunities for access**

Several 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:

## Provider Access in Key Stage 3, 4 and 5

In each key stage, we will be looking to engage with partners and providers who will be able to support our young people with developing positive aspirations, an increased awareness of potential future pathways and provide the information

needed to facilitate informed decision-making through relevant and meaningful experiences:

- Key Stage 3 Key Focus: Introduction to work-based learning Potential Partners\*: Huggle Pets DPD
- Key Stage 4 Key Focus: Exploration of Post 16 options and preparation for transition Potential Partners\*: Specialist Colleges
- Key Stage 5 Key Focus: Exploration of Post 19 options and preparation for transition Potential Partners\*: Specialist Colleges Activity Providers Social Care Settings

\*Whilst some of these providers would not be recognised under current Provider Access Legislation, they are indicative of the likely destinations of our young people and so must be included, and prioritised, to support informed decision-making and promote empowerment.

Examples of opportunities for provider access are:

- Opportunities for visiting speakers, trips and visits related to Careers Education and/or Preparing for Adulthood
- Enterprise Activities
- Workplace Visits
- Work Experience
- Alumni Visits
- Sensory-based world of work experiences
- F.E (Further Education). College, Training Provider and/or Specialist College Visits
- Transition Visits
- Assemblies and Workshops

Please note that this list is not exhaustive, and we welcome suggestions from providers.

### Granting Access

We will always try to provide access wherever it is deemed to be appropriate, relevant, and meaningful for our learners, however, the decision to grant/refuse access to students will be based on the following criteria:

- The needs of the students
- The needs of the curriculum
- Timing of request (e.g., some periods will be difficult to accommodate)
- Timing of the school day
- Nature of the request from the provider
- Number of requests received from this provider
- Number of requests received from other providers

- Number of requests received for any given cohort of students
- Availability of the required facilities