



## **Careers Advice and Guidance and Effective Transition**

### **Provision**

Rosewood School is the responsibility of Amie Cooper and Jamie Dulson under the direction of Head Teacher Mr D. Kirk and Deputy Head Teacher Mr B. Whittall. Careers Education is taught cross curricular but is strongly supported by Miss H Rudge.

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The duty on schools, is to secure independent careers guidance for all year 8-13 pupils, (Rosewood offers placements from year 5 to 11 – careers is implemented into the curriculum from year 5 to inspire and motivate pupils as early as possible. We offer support for all pupils and track placement where we can, alongside Connexions until their 25<sup>th</sup> Birthday)

Our intention is to offer advice and guidance to our young people so they are inspired and motivated to fulfil their potential. Rosewood aspires to help every pupil develop high aspirations and consider a broad and ambitious range of careers. 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.

Rosewood provides face-to-face advice and guidance to build confidence and motivation. This includes consideration of the role that careers professionals can play in supporting pupils as one element of a varied careers programme. All students attending Rosewood School have an Education, Health Care Plan (EHCP). As part of the consultation towards these documents we fulfil the requirement to work with local authorities to identify vulnerable young people, including those with special educational needs and those at risk of not participating post-16, and the services that are available to support them.

### **Introduction**

Rosewood School offers 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.

### **Aims and purpose**

- Prepare pupils for the transition to life after Rosewood
- 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



This document summarises the statutory guidance and recommendations.

It then outlines the provision of careers education, work experience and provider access.

### **Statutory requirements and recommendations.**

The careers provision at Rosewood School 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.

As an amendment to the Technical and Further Education Act 2017, the Baker Clause **stipulates that schools must allow colleges and training providers access to every student in years 8- 13 to discuss non-academic routes that are available to them.**

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 later in this document, under Provider Access, and have updated our policy to comply with the new legal requirements that came into place on the 1<sup>st</sup> January 2023.

### **Careers Provision at Rosewood**

All pupils have access to the following:

- Rosewood Provision – refer to further provision documentation
- Visitors in school and offsite visits support pupils in developing their understanding of a range of different post 16 pathways.
- All pupils from Year 9 have access to advice and guidance from our connexions advisor
- Pupils have access, through school arranged or facilitated events, to relevant careers events hosted in various locations

### **Providers Access Policy Statement**

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of 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.

Rosewood School will comply with the new legal requirement to deliver at least six encounters with providers of approved technical education qualifications or apprenticeships that came into force in January 2023.

We intend to do this by February 28<sup>th</sup> of each academic year.

Access is available throughout the whole school year, excluding Year 11 Examination period (May to June) of each academic year.

### **Pupil entitlement**

All pupils in years 8-11 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 Amie Cooper, Telephone: 01384 816800; Email: [acooper@rosewood.dudley.sch.uk](mailto:acooper@rosewood.dudley.sch.uk).

### **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.

Careers will be discussed at parents / carers evening, in Annual Reviews and LAC and PEP meetings.

There is also a specific areas designated on the school website for pupils, parents and carers, employers and staff.

Along with our provider access form.

<https://www.rosewood.dudley.sch.uk/careers/>

No providers will be granted access from May to June of each academic year. (Year 11 examination period) As a high percentage of our pupils require readers and scribes, this means we do not have staffing or room availability in this period.

Rosewood will endeavour to ensure all visiting providers are allocated appropriate space, time and resources. All groups will be staffed with Rosewood staff, the provider will never lone work with our pupils. A plan of delivery from the provider will be necessary (this can be done via telephone) to ensure we meet all of their needs prior to the visit.

Due to the additional needs of our cohort each visit will be assessed case on case, taking into consideration grouping and staffing. The needs of the provider and the intended outcomes. We will ensure that the provider is aware of the complex needs of our pupils, and we will support them to create a programme that is suitable and supportive for our pupils.

Providers that have been previously invited into school (including virtually) are:

- Fire Services
- Police
- Local PCSO's
- RSPCA



- Artists
- Ex-Army Soldier
- Music Moves
- Electrician
- Builder
- Ex-Pupils
- Basketball Player
- Business Owner (Black Country Well-being Centre)
- Youth Worker
- Prison Guard
- Minister / Pastor / Vicar

A provider can raise a complaint directly with Amie Cooper or Jamie Dulson, or alternatively follow our schools complaints procedure.

<https://www.rosewood.dudley.sch.uk/whole-school-policies/>

### **Measuring and Assessing the Impact of our Careers Programme**

We measure and assess the impact of our careers programme in several ways, such as (but not limited to):

- Completing the Compass + audit four times a year ensuring we meet the eight Gatsby benchmarks.
- Using Compass + to map each pupil.
- Use Compass + and Morrisby to allow pupils to look at personalised pathways based on academic ability, personality, and social and emotional needs.
- We review our Careers Action Plan Continuously.
- Travel training support
- Individual support based on EHCP needs
- Impact statement submitted to SMT each term
- EET figures
- 1:1 Connexions support

### **Premises and facilities**

The school will make the main hall, classrooms or meeting spaces available for discussions between the provider and students, as appropriate to the activity. The school will also make available equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature with us. This will be made available to pupils and families as appropriate.

### **Online Encounters**

Rosewood school accepts live online encounters.

### **Connexions**

The governing body must ensure that the independent careers guidance provided:

- Is presented in an impartial manner

- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Will promote the best interests of the pupils to whom it is given.

At Rosewood School Impartial Careers Advice and Guidance is provided by Connexions. This is through targeted support. The school is allocated a named Personal Assistant. (Nathan Hutchinson is our named PA) This PA fulfils the role in several ways:

- Attending annual reviews from Y8 onwards
- Working with school and families to agree short term priorities for employment, community inclusion, and independent living and health pathways. If other support agencies are involved, their input is included. This is documented in the EHCP
- Working with school and families to determine long term outcomes for adult life in the areas of employment, community inclusion, and independent living and health pathways. These are documented in the EHCP.
- Visiting families to build relationships and understanding of individual student need
- Visiting school to observe students and gain understanding of needs, abilities and aspirations
- Supporting school staff to develop an understanding of local options for our student population
- Supporting students to access the connexions website
- Supporting families to visit a range of educational options which may be available after school
- Supporting families to apply for post school options.<sup>5</sup>

It is required to provide information to students about the financial support that may be available to help them stay in education post-16. At Rosewood, this is through the provision of an EHCP.

### **Transition**

We aim to equip all of our pupils so that they are able to access the most suitable next step to support their chosen career or pathway. We ensure the right support is secured and everyone involved has a clear understanding of the student's needs.

It may also be a part of a package of support, surrounding the student which may include social and emotional support. We take our responsibility to prepare our students for the next stage of their adult life very seriously, and as such, have a team of staff to support this, and a whole school approach to careers. In addition to this, our LAC lead (Mrs L. Stallard) and our DSL (Mrs B. Guider) work closely with the transition social care team, initially through annual reviews of EHCP to ensure our students' needs are fully understood and appropriate provision can be planned.

During the last year at Rosewood, the school team organise and facilitate transition meetings with all agencies involved with our students. Central to this process are our students and families. The wider group may include: connexions, social care, health professionals, private providers, voluntary sector, therapists, and or others. We support our families to investigate available opportunities and decide preferences. Throughout all of this, the students are involved in as meaningful a way as possible, attending meetings if appropriate and visiting options for future placements. Once a decision has been reached we support our students and future placements with transition. This can be over the course of the year, or as long or short as is deemed appropriate. It will also take various formats as transition is planned and delivered on an individual basis.

We work closely with our EA, Vicky O'Connor to ensure that not only do we continue to successfully meet the needs of our pupils in their transition to KS5 but that we ensure we support their

knowledge and understanding of Careers. We use Compass + and Morrisby to help them utilise their skills and consider the routes best suited to their needs and learning styles. We introduce Careers in KS2 (year 5) to ensure that Careers is a valued part of their school curriculum and enriches their learning as soon as they enter Rosewood school.

### **Rosewood Study Programme**

In preparing our students for the next stage of their adult life we include the following, in accordance with the Careers guidance and inspiration in schools (DfE March 2015).

We also take account of the Gatsby Benchmark Standards, details of which are included at the end of this information.

- Providing access to a range of activities that inspire young people, including employer talks, careers fairs, motivational speakers, colleges, coaches and mentors.
- Building strong links with employers who can help to boost young people's attitudes and employability skills, inform pupils about the range of roles and opportunities available and help them understand how to make this a reality.
- Offering high quality work experience that properly reflects individuals' interests and strengths, and supports the academic curriculum. All students have personal pathways meetings with our Connexions worker and Amie Cooper during which they discuss their targets in relation to key skills, vocational and work experience pathways.
- Widening access to advice on options available post-16, for example, apprenticeships, entrepreneurialism or other vocational routes. This should also include giving other post-16 providers opportunities to engage with pupils on school premises. This is delivered as relevant to our student population, working with local colleges and other providers, usually on an individual student level.
- Consciously working to prevent all forms of stereotyping in the advice and guidance they provide, to ensure that pupils from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.
- Creating a learning environment which allows and encourages pupils to tackle real life challenges which require them to manage risk and to develop their decision making, team building and problem solving skills. Having high expectations of all pupils. Facilitating access to a range of inspirational role models can instil resilience, goal setting, hard work and social confidence in pupils, encouraging them to overcome barriers to success.
- All students at Rosewood have individual targets and are supported by a wide range of staff to work towards aspirational yet realistic future options
- Having a clear focus on the enterprise skills, experience and qualifications that employers want can support preparation for work and help students gain confidence.
- Rosewood's overall strategy for advice and guidance recognises that our students will need additional support before they are ready to make decisions about their next steps.

### **Impact and Effectiveness**

At Rosewood, due to the effective transition planning process, students do move on to future options.



These include:

- Local colleges
- Independent Specialist Providers
- Apprenticeships
- Work Placements (Voluntary and Paid)

Generally, a 'package' of support, including one or more of the above is achieved. There is a lack of suitable provision for our young people leaving us. Rosewood works pro-actively to secure the best available solutions for our families.

### **Leavers Destinations**

#### **2021 – 13 Leavers**

- 1 – Apprenticeship
- 2 – Work placement
- 10 – Local college's with EHCP

#### **2022 – 10 Leavers**

- 2 – Work placement
- 3 - College – out of Dudley Borough with EHCP
- 5 - Local Colleges with EHCP

#### **2023 – 8 Leavers**

- 2 – Work Placement
- 3 – College within Dudley Borough with EHCP
- 2 – College out of Dudley Borough with EHCP
- 1 – Travelling

**This document will be reviewed in September 2024**