



Policy for Careers Education, Information, Advice and Guidance

At Tulip Academy Spalding we recognise that effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success regardless of ability. As such we prepare our students for the next stage of their education, living, experiences and beyond. Every student is challenged appropriately and gains the knowledge and attitudes to enable them to continue lifelong learning.

According to a study from Mencap in 2017

- Just 6% of people with learning disabilities are in employment, despite 60% wanting to and being able to be in work.
- A job is an opportunity for independence and to forge friendships.

SEND Code of Practice 0 -25 years January 2015

Schools and colleges should raise the career aspirations of their SEN students and broaden their employment horizons. They should use a wide range of imaginative approaches, such as taster opportunities, work experience, mentoring, exploring entrepreneurial options, role models and inspiring speakers.

The Gatsby Benchmarks of Good Career Guidance

The report "Good Career Guidance" was published in 2014 and identified eight benchmarks that are the core of good careers provision. The careers provision at Tulip Academy Spalding is in line with the DfE Careers Strategy 2017 and the DfE Careers Guidance 2018. Known as the Gatsby Benchmarks, Tulip Academy Spalding are committed to these;

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

A Stable Careers Programme – Springview Campus Semi-Formal Long Term Curriculum Mapping

Strawberries Class		Maths Life Skills			English Life Skills	Computing	Careers Link	S&RE	AET					Life Skills Topics		
		Number	Money	Time	Communication				Leisure	Personal care	Independent living	Personal safety	Road safety and travel	Keeping healthy	Mini Enterprise	Fitness
Cycle 1	Sports and Leisure								*							
	Making and Building											*				
	Let's Cook!										*					
Cycle 2	Homes and Gardens									*						
	Amazing People												*			
	Machines and Technology											*				
Cycle 3	A world of difference										*					
	Clothes									*						
	Hobbies and Creativity											*				
Cycle 4	Fact or Fiction												*			
	Holidays and Outings								*							
	Healthy Eating													*		
Cycle 5	UK Lifestyles										*					
	Weather and Seasons									*						
	Finding my Way												*			

*Key area of learning for the term.

**Careers education curriculum: Post 14 for Semi-formal learners.
(from the Upper School F Semi-Formal Long Term Curriculum Mapping)**

- Pupils to learn about careers in the highlighted section of the academic year within the topic they are learning about.
 - Cycle 1: Let's cook – experience of restaurant/ café/ supermarket food section/ food shops e.g. butchers/ bakers.
 - Cycle 2: Machines and Technology – farms/ factory / machines and technology in the home life skills/ office work/ Emergency services
 - Cycle 3: Clothes – shops/ charity shops/ clothes manufactures/ sewing shops
 - Cycle 4: Holidays and Outings – Travel agents/ library/ local places of interest volunteer experience – Ferry Meadows/ Ascoughee/
 - Cycle 5: UK Lifestyles – gardening; garden centres, landscaping, horticultures, floristry – baking; cooking, catering – reading; library – Sports; sports centre, child care – teaching/ working in schools/ working with children
- Pupils to make visits to business and places of employment.
- Work experience opportunities to take place where appropriate and possible.
- Pupils to have visits from business and employers.
- Pupils to learn about the labour market in class for the topic they are learning within, pupils to learn life skills around employment and employability skills.
- Pupils to learn life skills to support them with transitions and life after the Garth school - progress to be tracked using AET.

Careers education curriculum: Post 14 for informal learners.

- Pupils to learn about careers in the highlighted section of the academic year within the topic they are learning about.
 - Cycle 1: Let's cook – experience of restaurant/ café/ supermarket food section/ food shops e.g. butchers/ bakers. Sensory experiences of food , cooking and baking.
 - Cycle 2: Machines and Technology – experience of farms/ factory / machines and technology switch or basic operation skills/ Emergency services. Sensory experiences of uniforms/ technology/ switch use.
 - Cycle 3: Clothes – experience of shops/ charity shops/ clothes manufactures. Sensory experiences of materials and fabrics/ craft experiences.



- Cycle 4: Holidays and Outings – Visits to travel agents/ library/ local places of interest volunteer experience – Ferry Meadows/ Ascoughee. Sensory experiences around holidays and outings.
- Cycle 5: UK Lifestyles – Visits to gardening; garden centres, landscaping, horticultures, floristry – baking; cooking, catering – reading; library. Sensory experiences of gardening/ baking/ cooking/ reading – sensory stories.
- Pupils to experience visiting places of employment.
- Work experience opportunities to take place where appropriate and possible.
- Pupils to experience visits from business and employers.
- Pupils to encounter and further develop life skills to support them with transitions and life after the Garth school - progress to be tracked using MAPP.
- Multi-sensory exploration of the world of work.

EYFS/ KS1 and KS2 – Careers Experiences and Education within the curriculum:

- Pupils to experience places of work/ businesses/ employers.
- Pupils to encounter and further develop life skills in supporting with the next stage of their life.
- Annual Careers day for Lower and Upper school
 - Employers to be invited into schools for the day.
 - Work experience/ job experiences activities in the day.
 - Multi-sensory exploration of the world of work.
 - Practical experiences.
 - Theory learning where appropriate.

Learning from career and labour market information

- This includes information for both students and parents on; career pathways and progression routes, applications and interviews, higher and further education, skills and occupations, employability skills, employment sectors, financial planning.
- The SEND code of practice states; 'Schools should seek partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups, to help children understand what is available to them as they get older, and what is possible for them to achieve.'
- The Garth School will offer the following;
 - Parents evening and Annual EHCP review meetings to discuss pathways, transitions and services available to them.



- Post 14 Transition Evenings focusing on Pathways to Adulthood. This will be attended by;
 - Adult social care settings:
 - Current links with The Chappell Centre, Sense and County Care
 - Adult Residential settings:
 - Current links with Capricorn and Cedar House.
 - Higher and Further Education and Qualifications:
 - Current links with our Waterside Campus, Boston College and Stamford College
 - Employment and employability skills:
 - Links to be developed.
 - Housing agencies:
 - Links to be developed.
 - Disability groups:
 - Links to be developed
 - Arts and sports groups:
 - Links to be developed
 - Lincolnshire County Council – local offer representation.
 - Links to be developed



A Stable Careers Programme – Waterside Campus

Secondary Middle – Cycle A

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Me as a Citizen		Working as Part of a Group: The Island		Money Matters	
Citizenship: Being a Citizen 112308 Citizenship: Neighbourhood and the Environment 112313 Citizenship: Crime and Law: 112312		Employability Skills: Teamworking: 111601		Money: Understanding Earnings:108625 Money: Managing Money: 108628 Money: Global Money Matters: 108630	
<p>Pupils should know... At least three rights and three responsibilities that British adult citizens have. The main stages in the process of becoming a British citizen. At least three legal duties of a British citizen. At least three rights that children have. The conflicting demands within a community. One way a negative issue or situation in a community might be improved. Ways young people can make a difference in their community. Consequences of crime for the victim and society. Ways of improving the relationship between young people and the police. The basic process a young person goes through when entering the Criminal Justice System.</p> <p>Pupils will be able to... Identify at least three benefits of volunteering explain what a citizen's arrest is.</p>		<p>Pupils should know... The skills and qualities required to work effectively with others including making suggestions appropriately; dealing with instructions and dealing with feedback appropriately. When to support others and ask for support when required. Teamworking skills relevant and transferable to the workplace</p> <p>Pupils will be able to... Work as a member of a team to complete at least one complex task satisfactorily. Carry out individual and group activities showing teamworking skills throughout completion of the task. Use at least two teamworking skills whilst working with others to complete the task, e.g.</p>		<p>Pupils should know... That jobs carry different salaries. That the Minimum Living Wage varies according to age. The minimum living wage for at least two age groups. One purpose Income Tax is used for. One purpose National Insurance is used for. What is needed to open a bank account. One place to get support from regarding debt. Of unethical working conditions in a third world country. Different currencies, the symbol for each and the country each is used in.</p> <p>Pupils will be able to... Identify two jobs which he/she could do, calculating the weekly and yearly income for the two jobs identified.</p>	



<p>Communicate their own opinion on safety within the local community. Develop a plan for taking action on a chosen issue, e.g. through a campaign. Identify three reasons for having laws. Communicate their own opinion on whether a crime is ever justifiable. Identify three rights someone stopped by the police has.</p>	<p>consideration, cooperation, negotiation, persuasion, timekeeping Contribute to the planning of group and individual activities. Review the progress the group has made in working with others. Describe what went well and what went less well.</p>	<p>Complete an application form to open a bank account. Identify average costs for particular items. Categorise items as essential and luxury. Record personal information on a form. State one thing which could happen if borrowed money is not paid back. Explain how the working conditions makes him/her feel. Identify Fairtrade brands</p>
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Secondary Middle – Cycle B

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning About Workplaces			Working in Your Local Area	Career Choices	Health and Safety at Work
Employability: Choosing and Finding the Right Work Placement: 114317			Recognising Local Work Opportunities 13255/13256 Researching an Individual Workplace or Business: 13263	Making Informed Career Choices: 110724	Health and Safety at Work: 85979 Rights and Responsibility in the Workplace: 13259
<p>Pupils should know... The different types of work places and job roles within the local areas and nationally. The skills and qualities linked to specific job roles. The basic process of job application.</p> <p>Pupils will be able to... Identify different types of work places and different careers.</p>			<p>Pupils should know... Various companies local to their area. The service they provide and the area of employment. Different types of employment available within a local company. At least two different roles within the management structure of the company. Different skills required for each of the jobs in the selected category</p>	<p>Pupils should know... and communicate two sources of career or job information or advice. Their preferred career or future job.</p> <p>Pupils should be able to... Communicate own career or job ideas</p>	<p>Pupils should know... The main health and safety requirement relating to working in a specific area. Different safety signs including their shapes and colours and what they mean. The meaning of the term 'safe environment' in relation to a given/chosen workplace.</p>

<p>Identify the skills and qualities linked to specific job roles. Identify their personal skills, qualities and interests. Demonstrate the required skills and qualities linked to specific job roles. Find jobs that they would like to do. Explain how their skills and interests match their choices Research new jobs and workplaces Identify at least questions that might be asked in a job interview</p>	<p>Pupils will be able to... Recognise and select a local company from a given list Communicate at least one product or service offered by the company Research and produce basic information about a local employer. identify jobs that would be available in the region but are not available locally. Research and produce basic information about at least one Post-16 learning opportunity and at least one training opportunity offered locally, including the focus of the learning/training, who provides it and where it is provided.</p>	<p>Choose appropriate preferred careers or jobs. Recognise requirements for each of the selected careers or jobs. Match own skills and/or qualities to the requirements of the preferred careers or jobs.</p>	<p>Pupils should be able to... Give at least two different reasons why health and safety requirements in a workplace are important. Recognise potential areas of danger from illustrations. Identify two different health and safety signs around a building. Identify where safety signs may be seen. Identify appropriate protective clothing for at least two different work activities Give a specific reason for wearing each protective item describe briefly major responsibilities and major rights of an employee and an employer, outside the area of health and safety</p>
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Secondary Upper

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Securing Employment Applying for Employment: 111188</p>			<p>People and Politics</p>		
<p>Job Search and Application</p>	<p>Compiling a Curriculum Vitae</p>	<p>Interview Skills</p>			
<p>Applying for a Job: LE5268</p>	<p>Compiling a Curriculum Vitae: 110812</p>	<p>Interview Skills: 111189 Application and Interview: 112671</p>	<p>Introduction to People and Politics in the UK: 110664 Introduction to Politics (Unit 1): 72125 Citizenship: Politics and Power 112310</p>		

Application and Interview: 112671				
<p>Pupils should know... Places where jobs may be advertised. Ways in which further information about a given job can be gained. At least three facts about the organisation to which the application will be made.</p> <p>Pupils will be able to... Take part in a discussion about job application processes. Complete a given job application form. Write a letter to support an application for a chosen job.</p>	<p>Pupils should know... What a CV is and when it should be used. The essential elements of a CV. At least one reason why an accurate CV can be valuable to its writer. At least one reason why an accurate CV can be valuable to an employer, education or training establishment.</p> <p>Pupils will be able to... Record this information in draft form. Transfer this information into a given appropriate CV format. Write a personal CV.</p>	<p>Pupils should know... the appropriate dress and demeanour for an interview two ways in which positive body language can help in an interview situation two ways in which negative body language can hinder an interview situation</p> <p>Pupils will be able to... Write at least three questions that may be asked at an interview and prepare responses to each question. Dress and behave appropriately at an interview. Answer and ask questions at an interview. Review own performance after a mock job interview.</p>	<p>Pupils should know... The name of the Prime Minister, Chancellor of the Exchequer, Secretary of State for Education, Leader of the Opposition, the local Member of Parliament and key information associated with their role. Name another political party in addition to the two main parties. That 10 Downing Street is the main residence of the Prime Minister. What an election is. The main features of direct democracy, indirect democracy and a dictatorship. The law as a source of authority as to what people may or may not do. One way that politics impacts on them and own local community and ways that people can influence others.</p> <p>Pupils will be able to... Explain that the House of Commons is where members of Parliament meet to discuss and debate parliamentary business. Complete a collage showing the identity of at least three powerful people and what it is that makes each of them powerful. Share own views on voting in elections. Work in a group to identify at least five issues of political importance to young people, e.g. education, homelessness, employment, drugs, ASBOs. Identify at least two ways different people can have a say on issues that affect them. Describe at least three different types of political action and the main pros and cons of each, e.g. protesting.</p>	



Addressing the needs of each pupil

Pupils are given appropriate and relevant opportunities for inclusion to different environments. Currently this is inclusion into adult social settings, residential settings and higher/ further education settings. We currently link with, Chappell Centre, Sense, County Care, Capricorn Cottage, Boston College and Stamford College. Appropriate work experience will be sought for pupils with successful placements for pupils undertaken. Links will be developed with employers.

Leaver destination information and data will be collected and maintained for each student on their education, training, care or employment destination for pupils for 3 years after they leave school.

Pupils EHCP targets Outcomes, 4Adulthood targets, MAPP targets and AET targets and subsequent Learning Intentions will be personalised towards individual needs and interests of the pupils to best support them with preparing for life after school. Pupils where possible and appropriate will be given information about their choices using appropriate methods of communication and support, dependent on individual need and ability. Pupils - where possible and appropriate - will be asked for information on their interests and choices once they leave Tulip Academy Spalding in a way in which best addresses the needs of the pupil.

Parents/Carers are fully involved in the transition of pupils from Tulip Academy Spalding in the following ways;

- Parents evening and Annual EHCP review meetings to discuss pathways, transitions and services available to them. Any further transition meetings that may be requested by school or parent's dependent on need.
- Post 14 information evenings on Pathways to adulthood.
- CiN meetings, where appropriate
- Email exchanges and telephone conversations between staff and parents/carers

Tulip Academy Spalding have a supporting policy on Race, Disability and Gender Equality Scheme which underpins all our work inclusive of Careers.

Linking curriculum learning to careers

See above for details and curriculum in ***A Stable Careers Programme*** section.



Alongside this there are many links throughout pupil's time at Tulip Academy Spalding within the curriculum maps and over-arching topic themes which lends itself to staff facilitating the learning and experiences available to pupils, focusing on writing down personal information, completing forms, understanding time and money, computer and technology skills, communicating effectively, building relationships and working with peers.

Encounters with employers and employees/ Experiences of workplaces

Pupils throughout their time at Tulip Academy Spalding will have experiences of job roles, employers and businesses on educational visits they make based on the topical learning they are experiencing. Examples include visiting emergency services, shopping, cafes and restaurant experiences and local places of interest (parks, leisure facilities, the coast, theatres and wildlife parks and small zoos). Class teachers will also organise for employers to visit school such as emergency services and arts and craft businesses. Class based learning around these experiences and topics will also take place.

From Post 14 onwards pupils will begin to engage with local employers and develop an understanding of the world of work. They will experience and begin to identify roles and responsibilities and different types of structures in the work place. Students will meet with employers from different local work places and will make visits to the work places. They will participate in volunteer work and formal extended work placements linked to their interests and career choices they may have made. The experiences will be fully supported by school staff. Where there is need, sheltered work experiences within the School site can be provided to support pupils with job roles and employer experiences providing them with the appropriate balance of challenge and support within a familiar and safe environment.

The hope and intention of this experience is that it will be positive for both the employer and the student. Tulip Academy Spalding will work to develop a partnership and good working relationship with employers and businesses to provide appropriate support and prepare for young adults with SEND. Pupils will also be supported and prepared to develop the skills they need to successfully access a work experience placement.

Encounters with further and higher education

From the age 14, where appropriate, pupils can access Boston College, Peterborough College and Stamford College to experience learning in these environments.



Boston College will be a one day a week experience which enables the students to work in the college environment, explore the campus and experience life on the campus, including use of the canteen.

Students receive information from Boston College about courses and application process etc. at the relevant stages in their school life.

Advice and Guidance

From September 2020 onwards, pupils at Post 14 age will have annual meetings with a qualified Careers guidance advisor (where appropriate), prior to their EHCP Annual Review Meeting. This meeting will;

- Listen to student's initial ideas, qualifications, skills, experiences, circumstances and life aims.
- Help students to identify and discuss suitable transition, careers and social care choices.
- Review their current pathway of learning, achievements and experiences.
- Provide students with an accessible guide to the EHCP annual review and provide an opportunity to talk through the document in an understandable way and to answer any questions raised by the student.
- Provide opportunities to create a time line of hopes and aspirations on leaving school and their transition plan to college/ work/ social care/ living situations etc. It is envisaged that this timeline will be put together and worked on during the last 2-3 years of a pupil's time at Tulip Academy Spalding.
- Prepare students to participate in their EHCP Annual Review Meeting.