



## **Policy for Careers Education, Information, Advice and Guidance**

At Tulip Academy 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. Being a special school and catering for children and young adults with a variety of needs and abilities, ranging from moderate learning difficulties through to multiple and profound learning difficulties and complex health care needs, for our learners and all other stakeholders, careers education has the meaning of an “appropriate and fulfilling destination after school”. Every student is challenged appropriately and gains the knowledge and attitudes to enable them to continue lifelong learning.

According to a survey from Mencap in 2022

- 27% of people with learning disabilities were in paid employment and 37% of those who are not in paid employment would like a paid job.
- 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 is in line with the DfE Careers Strategy 2017 and the DfE Careers Guidance 2023. Known as the Eight Gatsby Benchmarks, Tulip Academy are committed to these;

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.
2. Learning from career and labour market information	Every pupil and their parents should have access to good- quality information about future study options and labour market

	opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers, to careers. For example, STEM subject leaders should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every pupil should have multiple opportunities learn from employers about work, employment and the skills that are valued in a workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every pupil should have first- hand experiences of the workplace through visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a career's adviser, who could be internal ( a member of school staff) or external provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be times to meet their individual need.

## 1. A Stable Careers Programme

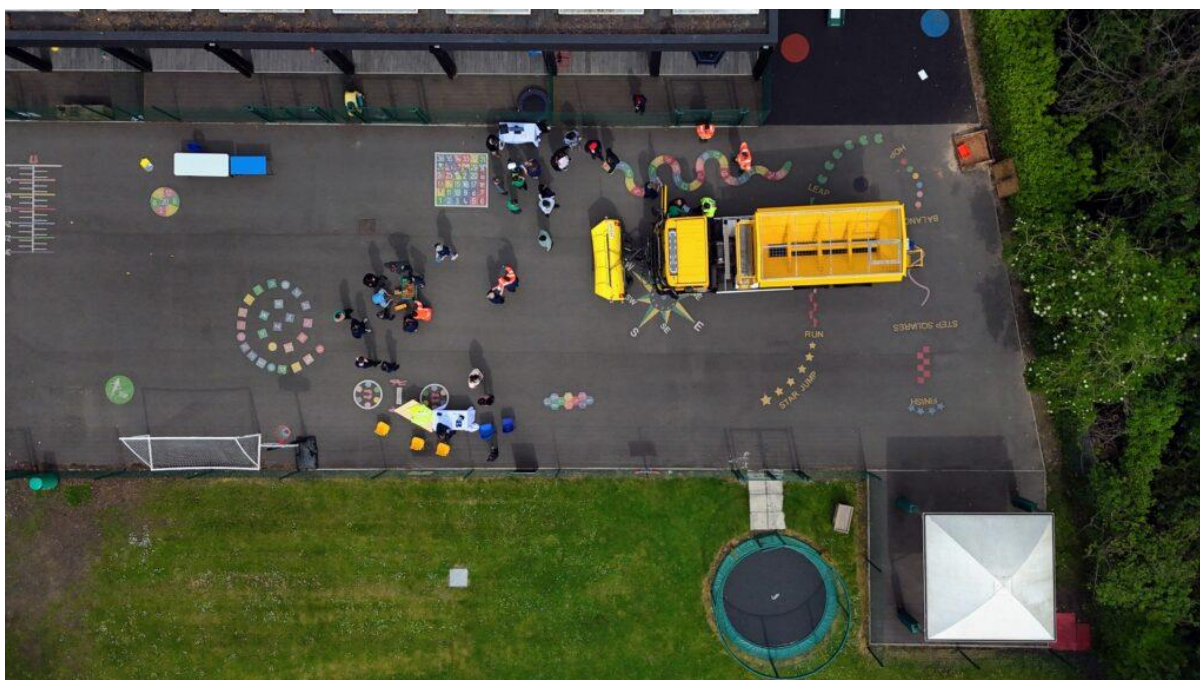
As a special school, pupils are typically working significantly below their chronological age however this is not to say that pupils should not experiences opportunities related to careers and the world of work. Our school acknowledges that some pupils are working within the KS1 and KS2 curriculum (regardless of age).

### Career Education and Work-Related (Semi- Formal Pathway)

Within our semi-formal curriculum pathway, career education is not taught discretely but forms part of the cross curriculum learning opportunities. Many aspects of career education is covered within PSHE, Culture and Enrichment sessions. The following topics are covered over the academic year.

1. Amazing me
2. Celebrations
3. Fairy tales, myths and legends
4. Around the world
5. Animals
6. Water

Our careers day and visits from working professionals support pupils in further developing early knowledge and skills.





**Career Education and Work-Related Learning (Formal Pathway)  
Secondary Middle – Cycle A**

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Me as a Citizen</b>		<b>Working as Part of a Group: The Island</b>		<b>Money Matters</b>	
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><b>Pupils should know...</b>            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><b>Pupils will be able to...</b>            Identify at least three benefits of volunteering            explain what a citizen's arrest is.            Communicate their own opinion on safety within the local community.</p>		<p><b>Pupils should know...</b>            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><b>Pupils will be able to...</b>            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. consideration, cooperation, negotiation, persuasion, timekeeping            Contribute to the planning of group and individual activities.</p>		<p><b>Pupils should know...</b>            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><b>Pupils will be able to...</b>            Identify two jobs which he/she could do, calculating the weekly and yearly income for the two jobs identified.            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.</p>	

<p>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>Review the progress the group has made in working with others. Describe what went well and what went less well.</p>	<p>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
<p>Employability: Choosing and Finding the Right Work Placement: 114317</p>			<p>Recognising Local Work Opportunities 13255/13256 Researching an Individual Workplace or Business: 13263</p>	<p>Making Informed Career Choices: 110724</p>	<p>Health and Safety at Work: 85979 Rights and Responsibility in the Workplace: 13259</p>
<p><b>Pupils should know...</b> 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><b>Pupils will be able to...</b> Identify different types of work places and different careers. 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</p>			<p><b>Pupils should know...</b> 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><b>Pupils will be able to...</b> Recognise and select a local company from a given list Communicate at least one</p>	<p><b>Pupils should know...</b> and communicate two sources of career or job information or advice. Their preferred career or future job.</p> <p><b>Pupils should be able to...</b> Communicate own career or job ideas 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><b>Pupils should know...</b> 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><b>Pupils should be able to...</b> Give at least two different reasons why health and safety requirements in a workplace are important. Recognise potential areas of danger from illustrations.</p>



<p>Research new jobs and workplaces Identify at least questions that might be asked in a job interview</p>	<p>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>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
<b>Securing Employment</b> Applying for Employment: 111188			<b>People and Politics</b>		
<b>Job Search and Application</b>	<b>Compiling a Curriculum Vitae</b>	<b>Interview Skills</b>			
Applying for a Job: LE5268 Application and Interview: 112671	Compiling a Curriculum Vitae: 110812	Interview Skills: 111189 Application and Interview: 112671	Introduction to People and Politics in the UK: 110664 Introduction to Politics (Unit 1): 72125 Citizenship: Politics and Power 112310		
<b>Pupils should know...</b> Places where jobs may be advertised. Ways in which further information	<b>Pupils should know...</b> What a CV is and when it should be used. The essential elements of a CV.	<b>Pupils should know...</b> the appropriate dress and demeanour for an interview two ways in which positive body	<b>Pupils should know...</b> 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.		

<p>about a given job can be gained. At least three facts about the organisation to which the application will be made.</p> <p><b>Pupils will be able to...</b> 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>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><b>Pupils will be able to...</b> Record this information in draft form. Transfer this information into a given appropriate CV format. Write a personal CV.</p>	<p>language can help in an interview situation two ways in which negative body language can hinder an interview situation</p> <p><b>Pupils will be able to...</b> 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>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><b>Pupils will be able to...</b> 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>	
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## **2. 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.'
- Tulip Academy will offer the following;
  - Parents evening and Annual EHCP review meetings to discuss pathways, transitions and services available to them.
  - Transition Evenings focusing on Pathways to Higher Education and 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:
      - Boston College, Stamford College, Peterborough College, YPLP and NACRO
    - Employment and employability skills:
      - Links to be developed.
    - Housing agencies:
      - Links to be developed.
    - Disability groups:
      - Going Forward Group
    - Arts and sports groups:
      - Believe Sports
    - Lincolnshire County Council – local offer representation.
      - Links to be developed



### **3. 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, Stamford College, YPLP and NACRO. 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, assessment monitoring 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 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 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.
- Transition information evenings on pathways to higher education and adulthood.
- CiN meetings, where appropriate
- Email exchanges and telephone conversations between staff and parents/carers

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

### **4. 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 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.

### **5. Encounters with employers and employees**

Pupils throughout their time at Tulip Academy 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.

### **6. Experiences of workplaces**

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 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.

### **7. 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.

## **8. Personal 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.
- Prepare students to participate in their EHCP Annual Review Meeting.

### **Monitoring, Evaluation and Review**

- The Headteacher will ensure that:
- The work of the Careers Lead, Careers Advisor and CEIAG (Careers Education, Information and Guidance) events are supported and monitored.
- A member of the senior leadership team has an overview of CEIAG work and report regularly back to the team.



- The effectiveness of the policy will be measured in a variety of ways:
- Feedback from stakeholders through professional, pupil and parent survey.
- Feedback from external visitors to school such as CIT ELT or Ofsted.
- The number of students who are NEET in October having left school the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.
- Termly audit through the Careers and Enterprise Company and use of Compass +.
- The governors of Tulip Academy will review this policy.