

<b>Title</b>	Careers Policy RSM
<b>Issue Date</b>	February 2019
<b>Review Date</b>	February 2021
<b>Equality Analysis Date</b>	February 2019
<b>Equality Analysis Review Date</b>	February 2021
<b>Total Number of Pages</b>	4
<b>Owner</b>	Head of School
<b>Distribution</b>	Whole organisation

<b>Definition</b>
<p>Our learners' access careers education through their individual curriculums and individual programmes of study include careers education from year 7. Student's skills, aspirations and interests inform both embedded and bespoke careers sessions that are introduced to learners from year 7. The curriculum allows careers opportunities to be considered throughout learner's education and opportunities are maximised in order to ensure successful work experience placements as the learner's progress through the school.</p> <p>This supports opportunities post education for our learners.</p>
<b>Purpose</b>
<p>This policy reflects the values of the Seashell Trust as it aspires to become</p> <p><i>"A recognised Centre of Excellence, which provides high quality education, care and specialist services to individuals with complex learning and communication difficulties whose needs cannot be met in their local environment and which promotes their development, success and participation in the community."</i></p>
<b>Guiding Principles / Reasons for the Policy</b>
<p><b>Intent</b></p> <p>All people with disabilities, like all other people, can and should have the opportunity to work. <i>"Valuing Employment Now: Real jobs for people with learning disabilities (DOH)"</i></p> <p>Our aim at The Royal School Manchester is to support pupils using an individualised approach to learning, which is based on engaging pupils in learning through motivation, personal interest and by using their strengths and preferences, to develop their communication and develop future outcomes. Learners benefit from a broad and balanced curriculum using a sensory approach aimed at developing communication, physical development, independence, social skills and life skills.</p> <p>The curriculum we provide is ambitious for young people so that they can be safe, happy and achieve the best life outcomes as valued and valuable members of the community.</p> <p>The individualised curriculum ensures that the student's strengths and needs are the basis of their learning. Careers is considered from year 7 and from this time work experience pathways are starting to be developed for learners. These pathways are monitored and overseen by the schools internal careers adviser.</p> <p>Work experience placements will be developed for learners that enable them to use their strengths and interests in both on and off-site placements. Learners will have the opportunity to explore different aspects of careers throughout their curriculum before and alongside working with others in the community.</p>

The learner's progress is monitored for 3 years following their transition from Royal School Manchester and transitional support is provided to enable best life outcomes.

## Policy

### Implementation

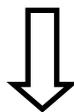
#### Key Stage 3 (Year 7/8/ 9)

- Person centred EHCP review introduced, transition plan included in person centred review.
- Careers sessions are introduced.
- Students work experience pathway starts to be developed, linked to their aspirations and destination.
- Students to have at least one encounter with an employer.
- POS to include careers and careers skills are linked through curriculum areas. Destination statements to include careers outcomes.
- Students to be given information from local business and are provided with information about careers POS and work experience opportunities.
- Students and parents are invited to vocational showcase.
- Yearly individual encounters with employers begin.



#### Key Stage 4 (Year 10)

- Person centred approach continued.
- Work experience progression to be captured in Programme Of Study.
- Students skills and preferences are considered and work experience placements are chosen to fit their individual skills.
- All students following a vocational pathway have at least 1 experience of a workplace. Learners from year 10 are given the opportunity to choose 3 vocational experiences each year. These taster sessions are explored for a term each, sessions are developed and experiences reflected on. These session will then inform future learning and students work experience placements.
- Careers adviser to attend a placement review meeting following initial work experience visit.
- Internal work experience may be provided for some students if considered more appropriate.
- Students and parents are invited to vocational showcase.



### Year 11)

- Person centred approach continued.
- In the first term students are provided with information about Post 16 placements.
- Careers adviser to attend baseline and put post 16 work experience plan in place.
- Students and parents are invited to vocational showcase.



### Key Stage 5 (Year 12/13/14)

- Person centred approach continued
- Students are given responsibility to support vocational taster sessions.
- All students following vocational pathways have at least one additional work experience.
- Work experience progression is evidenced on students POS.
- Students and parents are invited to vocational showcase.
- Work experience pathway is continued to be monitored for 3 years

#### Impact

Learners will have been guided towards their destinations and had the opportunity to engage in their careers education from year 7. Their work experience pathways will have been developed throughout their time at Royal school Manchester enabling the best life outcomes for each learner following their education at Royal School Manchester. Learners will have an individual programme of study that ensures EHCP outcomes will have been achieved. They will have followed a clear pathway ensuring encounters with work experience placements and they will have been a part in showcasing their skills and being part of a careers event.

Students will be able to transition the skills learnt into new placements and these skills will be monitored and supported if required for 3 year following their transition from Royal school Manchester.

#### Risk Assessment

Failure to adhere to this policy will result in students not receiving their entitlement.

## Equality and Diversity

Seashell Trust has an Equality and Diversity Policy and a Single Equity Scheme. We believe that students have the right to be treated with dignity and respect. They are all different: we recognise and value their differences.

Our students present us with a wide range of challenges. We believe, however, they all have the right to the highest standards of education and care. We strive to promote their best interests and rights; and we respect the cultural and religious beliefs of our students and their families.

## Responsibilities

It is the responsibility of the Chief Executive to:

- Ensure that the policy is followed throughout Seashell Trust

It is the responsibility of all members of staff to:

- Familiarise themselves with this policy.
- Implement and adhere to this policy.

## Monitoring and Evaluation

The policy will be reviewed regularly by staff and the reviewing process enables staff to have a shared understanding of the key issues and approaches for our students.

## Related Documents

Curriculum Policy  
Assessment Policy  
GDPR policy  
Acceptable Use Policy  
Employee handbook