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## Careers Education and Guidance Policy *(with Provider Access policy)*

### Policy Control Page

<b>Responsible Person</b>	Careers Lead
<b>Approved By</b>	Education Standards Committee Governing Body for Noting
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## **1. Our Principles**

At the Deaf Academy (the Academy) all deaf students have the right to a broad, balanced and relevant careers education, which provides continuity, progression and considers individual differences. At the Academy, we provide a curriculum to support all of our students with Careers Education, Information, Advice and Guidance.

Our curriculum aims to:

- Build on students' previous learning, to provide, stretch, and challenge all students, regardless of their ability.
- Provide for the particular needs and aspirations of students, as well as offering a basic entitlement to broad areas of experience.
- Create conditions in which creativity, imagination, improvisation, confidence in risk-taking and a thirst for new ideas and understanding can flourish.
- Provide a robust careers programme from Key Stage 3 to 4, Post 16 and Post 19 framework, which will help Deaf learners plan and manage their progression through learning and prepare them for the transition into work.
- Recognise the importance of diversity in the Academy so that opportunities are available for our learners regardless of their race, gender or academic abilities. In addition, to ensure that all planned programmes of activities will help them to make decisions and plan their careers, both in the Academy and for when they leave, as part of their transition process.
- Challenge stereotyping and encourage students to widen their careers ideas.
- Enable students to learn how to deal with prejudice and discrimination and how to use skills of assertiveness and negotiation.
- Reflect the true nature of today and tomorrow's world of work.

## **2. Rationale**

This policy responds to The Academy's legal duties, National Career Mark Standards, the Common Inspection Framework (Ofsted), Preparation for Adulthood guidance and the requirements of the UK Quality Code.

We have high expectations for all of our students, including our most vulnerable and those with special educational needs/disabilities. Every student will be challenged appropriately and acquire the knowledge, skills and attitudes for lifelong learning, which are valued by employers. This will help every young person to realise their potential and enhance their employability.

### **3. Aims**

#### **The Aims of our Careers programme:**

Within the context of these overarching aims, our desired outcome is to ensure that all deaf students have an equal entitlement to high quality careers education, information, advice and guidance that:

- Raises aspirations.
- Empowers deaf young people to plan and manage their own futures.
- Provides them with an understanding of the world of work.
- Helps them to explore career options.
- Supports them in making decisions regarding the opportunities open to them.
- Enables them to make an effective Post 16/19 transfer and to leave us equipped with employability and career skills that will help them in all future work endeavours.
- Actively promote equality of opportunity and challenge stereotypes.
- Breaks “deaf barriers” and sustains their progression to “break the ceiling” of deaf employment.
- Raises awareness and understanding of their needs in the work place e.g. Reasonable adjustments/Access to Work (AtW).

### **4. Student Entitlements**

Under the terms of this policy all full time and part time students are entitled to:

- a. A planned programme of careers education and guidance activities which is appropriate to their needs.
- b. Professional, comprehensive, independent and impartial careers advice and education that utilises Labour Market Intelligence (LMI).
- c. Receive transparent information about Careers services and course based support at timely intervals throughout the academic years.
- d. Personalised Information Advice Guidance (IAG) that provides opportunities to identify and respond to the needs of the individual, and builds on previous learning and experience. Receive careers related sign vocabulary.
- e. IAG that is inclusive, recognises and promotes equality and diversity, challenge stereotypes and is sensitive to faith, culture and background.
- f. Accurate course and progression information and assistance with those choices, which is enhanced by strong networks and collaborative approaches; involving careers services, curriculum teams and external partners.
- g. Understanding and recognition of their own individual needs in the workplace, so they know how to obtain support to strengthen their accessibility and to lessen the barriers in work situations as much as possible.

## **5. Student Responsibilities**

Students are encouraged to actively participate in preparing themselves for adulthood by looking for opportunities to experience different career prospects, engaging in transition programmes and learning about a range of industries so they can make informed decisions about their future pathways.

### **They should:-**

- a. Develop a positive self-image, increased self-confidence and raise personal aspirations.
- b. Have an equal opportunity to develop the necessary skills, knowledge and awareness of the working world so that they are equipped with the ability to follow an individual chosen route to further education and/or employment in a career choice, which matches their aspirations in relation to their ability.
- c. Develop their knowledge of how to communicate professionally, in the work place, when utilising a Communication Support Worker or British Sign Language/English registered interpreter.
- d. Take the lead in their learning, decision-making and in the journey to realise their aspirations and future career.
- e. Develop their skills in communication, personal, social and emotional wellbeing, which are important to enable them to achieve their career goals.

## **6. Staff Responsibilities**

The policy requires teaching and support staff to ensure that they:

- a. Are involved in pre-entry and induction activities, provide sufficient course information and advice to enable prospective learners to make suitable choices.
- b. Are aware of careers services, maintain effective working links and make referrals for pre-entry, progression and careers guidance when required.
- c. Ensure learners are aware of careers services, tutorial and course based support.
- d. Aim for an appropriate combination of careers education, information, advice and guidance (CEIAG) activities which are appropriate to their students' needs; and link curriculum learning to careers.
- e. Use relevant and appropriate Careers terminology with clear and agreed British Sign Language (BSL) signs.
- f. Remind students that every subject they learn relates to their future careers e.g. through time management, personal behaviour and planning skills.
- g. Promote and support the Academy's Dress Code policy and to provide a positive image linked to professionalism and pride, in our work, for our deaf students to see.

## **7. Parents/Carers Responsibilities**

- a. Parents and carers not only play a central role in shaping the child's future, but they have valuable attributes that will enable students to lead full lives, meeting challenges and making the most of available opportunities along the way.
- b. Parents and carers can help raise student's aspirations and promote a positive attitude linked to work ethics.
- c. Parents and carers can help motivate their child to achieve their goal in the academy and in life. Motivation is a very important ingredient of achievement.
- d. Parents are role models in promoting emotional health and social wellbeing.

## **8. Responsibilities of the Deaf Academy**

The careers strategy explains that good careers guidance connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. The Academy aspires:

- a. To have good careers guidance, which broadens students horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.
- b. To have set a clear expectation that the quality of careers education and guidance should be raised in the Academy. The statutory framework requires the Academy to secure independent careers guidance for all year 9 to 13 students, this is extended for all students with EHCP's. This makes sure that all students have access to external sources of information on the full range of education and training options.
- c. To go beyond the statutory duties and introduce a framework around which The Academy can develop and improve its entire careers programme. This will help to promote a shared understanding of what excellent careers provision looks like and a consistent approach to achieve it. The Academy will use the Gatsby Benchmarks to improve careers provision.

## **9. Exit Career Plan**

- a. The Academy will work with students to prepare an individual exit plan. An exit plan is a process where a student transitions from the educational environment into their next destination development phase. An exit career plan can involve one or more of the following: a shift from leaver to higher education, further education, university, a professional career, new employment, supported internship, part or full-time work, freelance or business ownership and/or Independent/Assisted Living.
- b. Exit plans will require the appropriate timescale and support to launch the student's final transition, which enables the student to enjoy a smooth and achievable transition as far as possible.

## **10. Standards by which the Success of this Policy can be evaluated**

The following standards/measures will be considered when evaluating the success of this policy:

- a. Learner feedback through sign language or visually including a range of surveys showing high levels of satisfaction;
- b. Achievement of national quality standards and positive external reviews;
- c. Achievement of the Gatsby Benchmark and through follow up, achievement of Goals and the destination data report.

## **11. Responsibility for Implementing this Policy**

Responsibility for the implementation of this policy resides at all levels of the Academy, specifically:

- a. The Principal, who has overall responsibility for the implementation of this policy across the Deaf Academy.
- b. The School and College Leadership Team who are responsible for overseeing the operation of this policy in the Academy.
- c. The Coordinator and Lead Subject Teachers are responsible for embedding the careers curriculum in their taught subject and cross-reference into the Careers programme.
- d. The teachers and support staff are responsible for raising the positive work code of conduct and for supporting this policy across the Academy and when on visits off-site, to mainstream schools/colleges, work placements and on all educational trips.

## **12. Information sharing**

Responsibility for information sharing follows GDPR guidelines regarding confidentiality and safeguarding. The Academy will provide all relevant information about students to local authority support services. This may include:

- a. Basic information such as the pupil's name, address and date of birth and destination data.
- b. Other information that the local authority needs in order to support the young person to participate in education or training and to track their progress. This may include: young people's contact details including phone numbers, information to help identify those at risk of become NEET post-16/19, young people's post-16 and post-19 plans and the offers they receive of places in post-16/19 or higher education.
- c. The Academy must also notify local authorities whenever a post-16/19 student leaves an education or training programme before completion. This notification must be made at the earliest possible opportunity to enable the local authority to support the young person.

to find an alternative placement. It is for the Academy and the local authorities to ensure these duties are met.

### **13. Careers and SEND**

The Gatsby Benchmarks outline the experiences and information that every young person should have to make an informed choice about their future. This includes careers guidance for students with special educational needs or disabilities. They are raising expectations but the majority of young people with SEND, including those with high levels of needs, are capable of sustained paid employment with the correct preparation and support.

We recognise that some of the Gatsby Benchmarks need different interpretation in our Academy:-

- a. The Careers Leader works closely with the Academy Leadership Team, teachers and professionals in the Academy to identify the guidance needed for all students with SEND and put in place, personalised support. This may include helping students with SEND to understand different career pathways, and enabling them to gain the work skills, knowledge and experience they require to achieve their career goals. This may also include working with families of students with SEND to help them understand what career options are possible, with the right support, for their son/daughter.
- b. Learning pathways support every student, whatever their level or type of need, to fulfil their potential. Careers guidance for students with SEND is based on the pupil's own aspirations, abilities and needs.
- c. Careers guidance for students with SEND takes account of the full range of relevant education, training and employment opportunities, such as apprenticeships, supported internships/employment (for young people with Education, Health and Care plans) or routes into higher education. It should be well informed about ways in which adults with SEN or disabilities can be supported in the workplace (e.g. disability rights, supported employment, ways in which jobs can be "carved" to fit a person's abilities, job coaching, reasonable adjustments for disabled people in the workplace and Access to Work (DWP support). Advice on self-employment (e.g. micro-enterprise) can also be especially relevant for some young people with SEND.
- d. The Academy builds partnerships with businesses and other employers, employment services, and other voluntary organisations, to help broaden student's horizons. Encounters with employers can be transformational for students with SEND, particularly hands on experience in the workplace, and the Academy should facilitate this where possible. It can be especially powerful to hear from adults with disabilities who have succeeded in their careers. The opportunity to experience many different work sectors can be particularly helpful. The Academy aims to prepare students well for these experiences, so they know what to expect and what is expected of them, match them



carefully to each employer and provide any support the student may need to benefit fully from the experience.

- e. The Academy makes sure that careers guidance for students does not simply focus on finding one post-16/19 destination to meet their immediate needs. Support focuses on the student's longer-term career aspirations, and the post-16/19 options, which are most likely to give the young person a pathway into employment, or higher education, and give them the support they need to progress and succeed.
- f. The Academy makes use of the SEND local offer published by the local authority. Where students have EHC plans, their annual reviews, from year 9 onwards, these include a focus on adulthood, including employment. The Academy ensures these reviews are informed by good careers guidance. The Academy co-operates with local authorities, who have an important role to play through their responsibilities for SEND support services, EHC plans and the promotion of participation in education and training.

#### **14. Monitoring, evaluation and review**

- Self-evaluation of careers provision is produced annually.
- The policy will be reviewed annually.

This includes-

- a. Monitoring and evaluation of destination data used to identify improvements needed in CEIAG provision, as well as student attainment and progression into Further, Higher Education, Training and Employment;
- b. The budget provided for both careers and work experience is audited and monitored each financial year according to the CEIAG improvements as noted in the Academy Development Plan.
- c. The number, quality and impact of careers interviews is analysed through data, destination data, observations and evaluating action plans.
- d. Feedback is sought using feedback forms, online questionnaires, evaluation forms and email. Careers provision and guidance is evaluated based on feedback from students, parents, employers and teachers, and reviewed accordingly.
- e. Record progress towards Gatsby Benchmarks.

## Appendix A

Nominated Roles and Responsibilities.

Role	Nominated individual
This Governor Lead	Tony Collyer
SLT lead	Sylvan Dewing
Career Lead	Matt Jenkins
Assistant Principal - Head of School	Rachel Stevens
Acting Assistant Principal - Head of	David Kussel

## Appendix B

### Provider Access Policy

## the Deaf Academy

### Introduction

This policy statement sets out the Academy's arrangements for managing the access of providers to students at the Academy for the purpose of giving them information about the provider's education or training offer. This complies with the Academy's legal obligations under Section 42B of the Education Act 1997.

### Student entitlement

Students in years 9-13 onwards are entitled:

- To find out about 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 education and apprenticeships – through options events, assemblies, visits, group discussions and taster events.
- To understand how to apply for academic courses and training/supported employment options.

## **Management of provider access requests**

### **Procedure**

A provider wishing to request access should contact:

#### **Matt Jenkins, Careers Lead Teacher**

Email:

*mjenkins@thedeafacademy.ac.uk*

### **Opportunities for access**

A number of events, integrated into the Academy careers programme, offer providers an opportunity to come into the Academy to speak to students and/or their Parents/Carers:

Please speak to our Careers Lead to identify the most suitable opportunity for you. The Academy's policy on safeguarding sets out our process for allowing providers on-site when visiting our students. The Safeguarding Policy is available on our websites [info@exeterdeafacademy.ac.uk](mailto:info@exeterdeafacademy.ac.uk)

### **Premises and facilities**

The Academy will make general areas, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The Academy will also make available Audio Visual and other specialist 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 literature at the Careers Resource Centre, which is managed by the Careers administrator. The Resource Centre is available to all students at lunch and break times.