CE007 - Careers Education and Guidance Policy

Review Date	Ratified Date	Next Planned Review
08/04/2022	June 2025	March 2028

Version Number	Date	Reason for Change	Owner

Directorate (Indicate which applies by marking the appropriate box)						
General	HR	Finance	College	ACC	Sight Loss	Central Services
			X			

Author	Rachael Martindale
Ratified by	College SLT

Reason for this Review	Out of date, review required
Were changes made?	Yes
Summary of changes	• Review date and next planned review • General tidy up and change of some wording to make clearer and more understandable
Relevant Legislation	• The Human Rights Act 1998 • Equality Act 2010 • The Care Act 2014 • Mental Health Act 1983 (amended 2007) • Keeping Children Safe in Education 2021 • Safeguarding Vulnerable Groups Act 2006 • Working Together to Safeguarding Children 2018
Underpinning Knowledge – What have we used to ensure	Equality and diversity knowledge, safeguarding and College policies

the policy is current	
Linked Henshaws Policies	
Equality Impact Completed	See Appendix One
Action and Communication Plan	Disseminate to all staff

Area of the Charity	Indicate Policy Department
Whole charity	X
Arts and Crafts Centre	
Care	
Clinical	
College	
Compliance	
Data Protection and Privacy Notices	
Estates	
Finance	
Fundraising	
Health and Safety	
Human Resources	
IT	
Marketing	
Safeguarding	
Sight Loss Support	

Policy Owner:

Review frequency:

Contents

Policy applicable to:

All students at Henshaws Specialist College

Aims:

- To provide impartial, accessible and independent Careers Information, Advice and Guidance (CIAG) to students with learning difficulties and / or disabilities.
- To work with students, families, carers and careers education professionals to promote learning and work-related opportunities.

Policy Statement

Henshaws Specialist College strives to empower its students to make informed decisions about their futures so that they may reach their potential in their chosen area.

1. Entitlement

- All students will have an up-to-date Education, Health & Care Plan (EHCP), including targets relating to next steps (Preparation for Adulthood)
- Overseen by a CIAG professional students will receive advice and guidance to help them plan their futures.
- A student's individualised curriculum will allow them, as appropriate, to explore education and work opportunities.
- Families - carers and home Local Authority professionals (including Careers Advisers) will be invited to Progress / EHCP review meetings at which outcomes, including preparation for adulthood and accompanying transition arrangements will be discussed.
- Twice a year families/carer will be invited to Progress days where there will be an opportunity to discuss transition arrangements with college staff.
- Dedicated time will be made available for students to access tailored CIAG

2. Roles & Responsibilities

- The Deputy Director for Education, Quality and Therapy will lead on the implementation of this Policy, working alongside the Senior Leadership team.
- Education and Care departments, the Integrated Therapy and Support team, and the Transitions team are responsible for ensuring an appropriate and effective transition into and out of college in terms of further education and / or work, voluntary or paid. Plus, the Next Steps Manager, if appropriate.
- As part of the curriculum College staff will discuss all student transition options with them eg. in starter group, tutorial, personal, social, health & citizenship education, enterprise, employability, Supported Internship sessions.
- The Education team, Next Steps Manager and / or the Transitions team is responsible for monitoring and ensuring each final year student has a Transitions Plan to support a smooth transition out of college.

3. Partnerships

Enterprise, Employability and Supported Internships are key curriculum areas for students who identify paid, voluntary or self - employment as an outcome in their EHCP. This includes involvement with the Young Enterprise programme, and on and off - campus work placement with partner employers.

Some students may progress to further learning e.g. at a General Further Education College.

The College will maintain its own Disability Confident status and promote the importance of this recognition to partner organisations.

4. Quality Monitoring

The College offers a personalised, student–centred, curriculum to each of its students

5. Strategic Planning

- Students will be more informed as to future opportunities in respect of learning and / or work eg. In home area / other specified location.
- Progression pathways will be developed to Further Education and/or work.
- Need, outcome and provision for transition are reviewed annually at EHCP review.

6. Self-Assessment Review

- Self-Assessment is undertaken annually at departmental and cross-College level.
- Any areas of improvement in CIAG will be included within departmental and support department Self-Assessment Reports and trends or themes highlighted in the cross-College Self-Assessment Reports.
- The Self-Assessment Report is supported by a Quality Improvement Plan which is monitored half termly.

7. Resources

- Staff are allocated to support careers education and guidance as identified in 'Roles and Responsibilities' above.
- Facilities and curriculum time are made available to accommodate on–site CIAG sessions.
- Careers Advisers are invited to Progress / EHCP reviews.
- At least one member of staff at Henshaws Specialist College will either hold or be working towards a Level 6 qualification in Careers Information, Advice & Guidance, and membership of the National Register of Career Guidance professionals.

8. Staff Development

- The College encourages all staff to undertake Continuing Professional Development (CPD) in their specialist area.
- An annual training budget enables staff to participate in a variety of CPD opportunities.

9. Monitoring, Recording, Reporting, Reviewing and Evaluation

A range of strategies will be employed including:

- Lesson observation / Deep dives.

- Local Authority review of Preparation for Adulthood outcomes in EHC Plan
- Number of students meeting work and / or learning related outcomes in their EHC Plans
- Destinations data is maintained and monitored for up to 5 years.

Question	Explanation/Justification	
Is it possible the proposed policy or activity or change in policy or activity could discriminate or unfairly disadvantage people?	This policy has been written in conjunction with a wide range of evidence based literature and practice that has been designed to follow similar core values to our organisation, and as such we are being mindful.	
Final Decision:	**Tick the relevant box**	**Include any explanation / justification required**
1. No barriers identified, therefore activity will **proceed**.		
2. **Stop** the policy or practice at some point because the data shows bias towards one or more groups		
3. **Adapt or change** the policy in a way which you think will eliminate the bias	X	All policies and procedures will be adapted to meet a member of staff's reasonable access requirements

4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore you are going to **proceed with caution** with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.		