



Ravenswood School

Careers Information, Advice and Guidance (CIAG) Policy

Careers education is at the heart of our school vision, Dream, Achieve, Believe (DAB). We believe that each and every pupil's dreams are important and we ensure that we do what we can to support each pupil to get closer to these dreams so that by the time they leave us they are happy, safe and prepared for their next stage. Pupils' dreams are recorded three times a year through our all about me work.

For some of our pupils, working within the formal curriculum pathway this is likely to be employment (supported or independent) and/ or independence. For pupils within the Social Communication pathway this is likely to be towards supported employment, supported living and or a variety of hobbies and interests. For our pupils working within the sensory pathway they are likely to be towards supported voluntary roles/ employment, supported living and supported access to hobbies and interest.

Our careers programme

This has been designed in collaboration with pupils, parents/ carers, employers, staff and Talentino. We researched what the key skills were that were important for our pupils' next steps and planned a curriculum around these. This ensures that we have high aspirations for all of our pupils, that they are able to experience a range of workplaces and employer encounters and that they are able to develop the skills required for the workplace. See Appendix 1 for more information about what is covered in each key stage.

The statutory duty for schools to provide careers guidance

All schools now have a legal duty to provide all registered pupils at school with independent careers and technical education guidance from year 7 to year 13. Young people want and need to be well-informed when making subject and career decisions. The school meets the requirements of section 42B of the Education Act 1997 (the 'Baker clause'), and Gatsby Benchmarks. All pupils will have at least six opportunities to meet providers of approved technical education qualifications or apprenticeships.

The Governing Body

The governing body must make sure that independent careers guidance is provided to all secondary aged pupils and that it is:

- presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- includes information on the range of education or training options, including apprenticeships and technical education routes;
- guidance that the person giving it considers will promote the best interests of the students to whom it is given.
- ensure the school meets the Baker Clause.

The school have an appointed Careers Lead Governor who oversees this work.

The March 2015 statutory guidance placed the emphasis on high quality, independent careers guidance to help pupils emerge from school more fully rounded and ready for the world of work.

Our CIAG enables all KS4 and P-16 students make the right choice about their future pathways.

Progression at ages of 16 and 17 to further learning is now required for every young person. This means that they must be in the position to make informed choices about their study programmes.

Young peoples' choices are critical and they must make the right choice. Dropouts in the P-16 or college provision have serious implications for the young people.



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Strategy for meeting the Careers Guidance needs of every student

Our **Careers Information** is delivered through the school curriculum and develops students' knowledge, skills and understanding of:

- Vocational skills and pathways
- Key skills in communication, literacy, numeracy and Independence skills
- Personal and social skills, including keeping safe
- See appendix 1 for how we deliver this in the school and end of Key Stage learning outcomes

Endeavouring to ensure that the information we provide is Independent, we:

- have regular visits from CIAG leads in schools in the South West Learning Collaboration to talk with students and deliver assemblies
- sign post students and their families to careers exploration web sites, and North Somerset Local Offer.
- students have access to the JED data base to support careers guidance/lessons.
- sign post students and their families to information events at other establishments
- Invite other providers and support organisations to attend our Parent Information evenings.

Independent Level 6 **Careers Guidance** is delivered by our CIAG lead and the Local Authority SEN Transitions Advisor. Our Person- Centred Planning approach ensures that guidance is bespoke to the student and their family and is informed by their views and aspirations. These plans are produced with all Year 11, 12 and 13 students and contribute to the young person's Educational Health Care Plan and transition planning.

How can you help?

If you feel you are able to support our students in any way- sharing your skills, visiting and talking to our pupils about your workplace, allowing our pupils to visit or to offer work experience placements or if you would like more information about our careers programme please contact our Careers lead or CIAG lead.

Careers Leader: The Deputy Headteacher info@ravenswoodonline.org.uk; 01275 854134

Careers information advice and guidance (CIAG) lead: N/A

Equal Opportunities

The Careers Information and Guidance at Ravenswood is designed to provide access and opportunity for all, whatever their gender, ethnic origin or disability. We adapt the curriculum or advice to meet the needs of pupils, taking into account their individual needs and abilities.

Providing Independent Guidance for Parents and Carers

Parents are informed about our school curriculum via our school website. At Annual Reviews and Parents Evenings they are provided with information about our CIAG support to their child and have opportunities to meet with our CIAG Lead Person, Weston College Staff, other providers, support services and Supportive Parents.

Monitoring and Evaluating the impact of our CIAG work

- Progress towards pupils' dreams and end of key stage intended outcomes are reported back yearly in end of year reports and also at annual reviews.
- Pupils dream boards and our next steps to support them are displayed in each class. These are reviewed three times per year.



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- Records of all pupils' employer/ workplace encounters during their school journey.
- We monitor intended destinations of school leavers (April) and actual destinations of school leavers (September).
- Students at risk of being NEET are identified early and interventions planned to secure appropriate placements.
- We complete Audits of our CIAG work each Summer to ensure we know we are improving our provisions and outcomes for young people and have identified appropriate actions to improve our provisions further.

History of document

Issue No.	Author/Owner	Date Reviewed	Approved by Governors on	Comments
Previous versions withdrawn as they did not match with latest DfE guidance.				
1.	School	Spring 2016	04.05.2016	Aligns with DfE guidance on CIAG provisions. Agreed commitment with schools in SWLC to work collaboratively to ensure we provide independent information and guidance.
2.	School	April 2017	10.05.2017 Pupil Committee	
3.	School	April 2018		
4.	School	January 2019	30.01.2019	The three SEN schools in North Somerset are providing the collaborative approach following the end of the SWLC
5.	School	January 2020	29.01.2020	
6.	School	January 2021	27.01.2021	Updated end of key stage outcomes. Added Iles kitchen WEX for P16 students
7.	School	January 2023	25.01.2023	Amended governors' responsibilities in line with latest guidance and made explicit reference to the bakers clause. Updated CIAG lead details.
8.	School	Jan 24	24.01.2024	

Linked documents:
Provider Access Policy



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Appendix 1

How we deliver Careers education

Primary and KS3

Careers information is included in the PSHCE curriculum and assemblies. Classes allocate one PSHCE lesson per week for pupils to work on personalised careers programmes to support pupils to get a step closer towards their dreams. Classes in KS3 have at least one employer encounter per year.

Pupils in KS3 have the opportunity to take part in school-based enterprise projects.

KS4

Careers learning is covered in the PSHCE, English, Maths curriculum, and assemblies supplemented by our clear guidance in developing independence and personal social skills. Vocational skills are taught through school-based options: Enterprise, Drama, Duke of Edinburgh, Horticulture, Sensory and Music.

In **Year 10 and Yeo class** students have weekly careers lessons to find out about the different types of jobs and support available to them in employment. Pupils have opportunities to explore different employments/workplaces through their AQA unit awards- through role play activities, trips and employer encounters.

In **Year 11 formal classes** they have a weekly careers afternoon to explore different workplaces/ meet employers. They also have access to further vocational courses through the Entry Link course delivered by specialist tutors at Weston College for one morning a week to find out more about further education.

Post 16

Learning is covered in the Functional Skills English and Maths coursework, ASDAN Employability course, ASDAN PSD course, Sports Leadership Programme and short and extended Work Experience (WEX) placements. Pupils working within the Social Communication pathway have courses in English, Maths and ASDAN Personal Progress, which includes employability and Independence skills ~~Dance Therapy~~. Visits to industry and business organisations form key learning points for our students, as do employers and volunteers visiting school to talk about their organisations. All pupils take part in a two-week WEX placement in years 12 and in year 13 and regular opportunities to engage in food and customer-based work experience through the Iles Kitchen.

Planned Learning Outcomes

By the end of the following key stages pupils will:

Be Happy, safe and prepared for their next steps

End of Early Years Outcomes

- Use at least one functional communication method with support
- Improved attention and listening skills to attend to a 1:1 activity for short periods of time.
- Play alongside adults
- Express a like or dislike
- Identify the classroom and at least 1 familiar adult in the class.



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End of Key Stage 1 Outcomes

- Develop a preferred functional communication method
- Improved attention and listening skills to attend to small group/ whole class activities
- Ability to play alongside peers
- Begin to communicate their likes and dislikes
- Begin to learn about basic key vocabulary that will help keep them safe- Can label/ identify 2-3 key adults or friends and can locate at least two key familiar locations e.g. class and hall

End of Key Stage 2 Outcomes

- Developed key play and social skills to develop social skills to enable them to begin to form friendships
- A preferred communication style for social communication
- A preferred approach to learning
- Know who to tell if they are worried
- Will be able to identify key people, places and parts of their body
- To experience the local community

End of Key Stage 3 Outcomes

- Improved personal independence and life skills
- Know how to keep themselves safe online and know how to report concerns
- Identify at least 1 key person at home or school who they can tell if worried and how to report concerns
- Have and improved awareness of how to keep themselves clean and healthy
- To have experienced a range of experiences in the local and wider community.

End of Key Stage 4 Outcomes

- Developed independence, healthy living and life skills for their next step
- To communicate their needs, interests/ hobbies and dreams for the future.
- Have experienced a number of places of work and identified an area that they might be interested in pursuing.
- Have a clear understanding of the options available to them for the future post year 11
- Are ready, and prepared for their next step at P16, have achieved qualifications or awards in English and Maths
- Know how to keep safe, online and within the wider community and who to report concerns to.
- Have an understanding of healthy and unhealthy relationships and how to keep safe within relationships.

Post 16 Outcomes

- The key life skills needed for the future: resilience, aspirations, problem solving skills, communication, creativity, leadership and adaptability
- Travel training skills and road safety awareness for walking and accessing public transport
- Engage with high quality work experience
- Active member of the local community
- Develop key skills needed for employment and or pursuing leisure interests



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- Develop range of life and independence skills that will enable them to live as independently as possible
- Develop and apply social skills to a range of situations including the workplace
- Identify leisure opportunities that they enjoy and wish to pursue