



Mill Water School

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Careers Education, Information, Advice and Guidance Policy (CEIAG) May 2021

Rationale

Our aim for all of our pupils is that they develop skills which will be useful for the whole of their lives; so that they become increasingly independent and are able to find their place in the wider community and be prepared for adulthood when they leave Mill Water School. We do this whilst supporting individual health needs and with community inclusion, employment and independent living being the three key areas of focus.

We have a clear provision map which focuses on preparation for adulthood, beginning in Year 7 and then continuing throughout every individual's school career. We work to ensure that all of our pupils have appropriate opportunities to prepare for adulthood by setting Personal Learning Goals which focus on independence, by planning a curriculum which promotes preparation for adulthood and by offering work-related opportunities appropriate to different age ranges and abilities. As our pupils transition out of Mill Water School to either further education, adult social care packages or work, we work hard to ensure that they are facilitated to choose the pathways that are right for them.

Objectives

We aim to raise aspirations of pupils, their families and the community by an increased focus on 'what a good life looks like for me'; including employment and experiences of work, increasing independence, community inclusion and good health.

We will ensure that our pupils feel that their opinion is valuable and strive to offer communication strategies to ensure that their voice is heard. We also work hard to develop good home-school communication and support with parents/carers so that they are fully involved in decisions about the future, whilst ensuring that each pupil's best interests remain at the centre of decisions.

The careers programme is designed to meet the needs of all learners at Mill Water School. Activities are differentiated and personalised to ensure progression in their learning and development, and to strengthen their motivation and aspiration whilst giving pupils the opportunity to think about what they would like to do in the future, with particular reference to work where appropriate.

We begin this learning by inviting community workers and visitors into school from Class 1 onwards so that our pupils have positive, and practical learning opportunities from the outset at Mill Water. The table below sets out the guidance, curriculum links, encounters with people who work, further education and work experience we offer to pupils at each Key Stage of school life.

Key Stage 1 and 2 – positive introductions to community support workers (emergency services and keyworkers).

Key Stage 3 and 4 – travel training, work experience begins in KS3 working towards qualifications (Entry level English and Maths, BTEC) and gaining more independence in daily living skills, visits to further education settings as well as further experiences with community workers and emergency services.

Yr 12/13 and 6th form – work experience, further independence in daily living skills, gaining qualifications in relevant subjects and skills in preparation for adulthood and moving on from Mill Water, experiences with community workers and emergency services, supported visits to work places.

Our aim is to build on first hand experiences and knowledge which will subsequently enable our pupils and their families to make appropriate and sustainable choices about their preparation for adulthood and destinations after leaving Mill Water. Pupils are taken to visit settings by staff members to support choices for moving on.

We are working with partners and organisations including Careers South West, several charity shops in Exmouth, Cats Protection League, Crealy, Pecorama, Budleigh Hub, Tesco and Devon social workers, to help our pupils realise their ambitions in relation to:

- further education &/or employment
- independent living, enabling choice & control over their lives/support/living arrangements
- participating in society, including having friends & trusted relationships & participating in the local community
- being as healthy as possible

Our current active Stakeholders who provide support to Mill Water's pupils include: Parents, Class teachers, Support staff, Governors, The Careers & Enterprise Company (CEC), Employers, Partner schools, Colleges, Enterprise Coordinators, Enterprise Advisers, Devon County Council.

We have many more pledged supporters who will be working with us in the future. These include:

Local business organisations – Clinton Devon Estate, Otter Nurseries, Kings Garden Centre, Waitrose, Knobblies, Bikeability, Smirthwaites, Rompa, Playforce, Exeter Chiefs, Michael Caines, Pynes Farm shop, Bicton Botanical Gardens, Escot, Budleigh riding school, Liberty Sisters, Otterton Mill, Mrs Snuggles, Tomcat trikes, Pollards printers.

Local community organisations – PTFA, DIAS, Otter Valley Rotary Club, Bramley Barn/Guinness partnership, East Budleigh community shop, Wood village shop (Collaton Raleigh), Budleigh running club, Exmouth Tri-hards, Exmouth Friends in Need, Musica Devon, Budleigh music festival, Mid Devon cycle club, British cycling, Honiton Lions.

Education providers - Drakes school, East Budleigh, St Peters school, Budleigh Salterton, SENTient Trust, Devon Special Schools PE Network, Devon Hubdate, Devon school games, Plymouth Schools Partnership.

Local Grant providers – Clare Milne Trust, Norman Family Charitable Trust.

Implementation

The responsibility for CEIAG in school lies with the Careers Lead who is line managed by the Assistant Head Teacher. The delivery of CEIAG is embedded across the curriculum from Key Stage 3 to 6th Form. The delivery and progress of CEIAG is tracked in the mapping tool and is the responsibility of all teachers.

Staffing

All staff contribute to CEIAG through their roles as class teachers and subject leaders. The CEIAG programme is planned, monitored and evaluated by the Careers Lead in consultation with the senior leadership team.

Monitoring and Evaluating

Firstly, the main purpose of the monitoring and evaluation process is to ensure the Careers Programme is impactful and meeting the objectives, as set out in the policy. Secondly, it can be used to drive improvements to the programme.

The school will track the destinations of all pupils for three years after they leave the school. The Careers Lead will complete a termly review of the Careers Programme, using the Compass Evaluation Tool, to measure performance against the Gatsby Benchmarks.

Feedback is sought from pupils on what they have learned from the activities completed as part of the Careers Programme. Parents/Carers are asked for their views on the Careers Programme, as part of the Annual Review process, in relation to how well their child is being prepared for adulthood.

Feedback is sought from employers (and other stakeholders) who contribute to the Careers Programme.

Finally, feedback is sought from the teaching staff team delivering the Careers Programme activities.

Date agreed by governors;

Signed by Chair;

Provider Access Statement

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

Management of Provider Access Requests

Opportunities for Access: our provision includes various opportunities for students to access a range of events. These are mainly integrated into the school's careers programme and curriculum. These events are therefore delivered internally, with contribution from external providers where appropriate.

Procedure

A provider wishing to request access should contact Kathryn Edmonds, Careers Lead, or Kayleigh Price, Assistant Head Teacher, via the school contact details.

Local providers are invited to key relevant events; in addition, external providers interested in coming into school should speak to Kathryn Edmonds to identify the most suitable opportunity.

The Visitor's Policy on safeguarding sets out the school's approach to allowing providers into school as visitors to talk to our students.

Resources

Once visits have been agreed, the school will provide appropriate rooming to facilitate the visit, along with any equipment requested by the provider, where it is available. Providers are welcome to leave a copy of their prospectus or other relevant literature at school.

Work Experience and Work Related Learning
Whole School Careers Strategy (Parent and staff)

Class/Key Stage	Guidance for pupils and parents	Linking Curriculum Learning to Careers	Encounters with people who work/ workplaces	Experiencing work and further education
KS 1 and 2	Planning live events and visitors to school. Annual Review/Person Centred Planning which involves parents and seeks the views of the young person, if possible.	Young people work towards learning goals which include headings such as 'Learning for Life', 'Myself and Others' and 'My World'. Work in these areas is individualised and develops thinking and activities around independence and community.	Visits from people who work – Fire Service, RNLI, Paramedics etc. Visits to donkey sanctuary, swimming pool, community visitors in school.	Whole school jobs – Taking the register, delivering fruit, preparing snack for the class, washing up, tidying up toys/classroom, etc.

KS 3 and 4	<p>Open Day stand – raising profile of possibilities. Planning live events. Coffee mornings with guest speakers. Annual Review/Person Centred. Planning which involves parents and seeks the views of the young person. Careers adviser from DCC at Year 9 Annual Review. Careers fair in school. Alumni events in school to promote ‘next steps’ choices. School based Careers Lead to discuss destinations available and take pupils to taster session/next steps provisions for first hand experiences. Careers café weekly in school.</p>	<p>Timetabled careers sessions eg. Travel training, daily living skills, Bikeability course, Residential, Ten Tors, Duke of Edinburgh. Entry level functional skills qualifications.</p>	<p>Visitors to school from people who work. Work experience around school/ Enterprise World at Work topics. Going out into the community – supermarkets, Charity shops, animal care facilities, farming environments. Visits to colleges, placement settings and work places for ‘taster’ sessions.</p>	<p>Experiencing work placements in and out of school; caretaking jobs, Training Centre jobs, main kitchen work experience. Work experience placements in the community. - Visiting 6th Form to work. placements - Visiting College Link Courses Travel training for yr 9+</p>
Year 12/13 (6 th Form)	<p>Visitors to school from people who work.</p>	<p>BTEC units most relevant for future destinations.</p>	<p>Sensory Learners continue to encounter places of work and people who work</p>	<p>Internal work experience placements where appropriate; school kitchen, office, garden, Reception, caretaking. Train Travel training Year 9+. External Work Experience Placement.</p>

Annual Review Meetings and PCP meetings from Year 7 onwards involve learners expressing preferences and making choices about what is important now and in the future with particular reference to work, independent living, health and accessing the community; class teachers develop planning around this and the Careers Lead and Advisor assist where necessary. We welcome good relationships with parents and offer specialist guidance and support throughout Learners' school careers and particularly at phase transfers.

REGARDING DESTINATIONS/OUTCOMES

We hold an annual alumni party for former students and Year 14. We aim to follow our young people and chart their progress as they progress through early adulthood, whilst creating a realistic picture of what comes next for our learners.