

**Hillside Specialist School & College**  
**Schools Careers Education, Information, Advice and Guidance Policy**  
**including Provider Access Policy**

Name of School	Hillside Specialist School & College
Policy review date	September 2023
Date of next review	September 2024
Policy written by	Emma Pettitt
Date approved by Governors	

### **1. Introduction**

For some of our pupils, gaining an understanding of careers is a vital part of preparing them for adulthood. Within our careers provision we aim to inspire our pupils to become curious about the world around them and of work options and possibilities, opening up opportunities for now and their journey beyond Hillside. We believe in promoting equality and diversity, helping pupils to explore and challenge limiting stereotypes so that they can recognise and overcome constraints this may place upon their choices and aspirations. By equipping our pupils and parents with the knowledge, skills and attributes to explore the range of options available, and reflect upon these for them as individuals, we will support them in understanding how to make well-informed and realistic decisions and put these into action. Given the context of a changing world of work, and the recognition that as individuals they will continue to change in terms of their hopes, ambitions and aspirations, our careers provision will provide the foundation to enable them to manage the transition from Hillside and the subsequent transitions that unfold.

### **2. Responsibilities**

The following people have responsibilities under this policy:

Emma Pettitt – Careers Leader and Work Experience Coordinator

Abigail Hough – Lancashire Careers Hub Enterprise Coordinator

### **3. Aims**

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For those pupils who it is appropriate for, the aims of the CEIAG policy are:

- To develop bespoke pathways to adulthood.
- To meet the needs of each pupil in forming individual career knowledge and aspirations.
- To develop enterprise and vocational skills.
- To encourage participation in further learning, training or employment.
- To support inclusion, challenge stereotyping and promote equality of opportunity.
- To contribute to raising achievement through high expectations of all pupils.
- To involve parents, carers and other agencies involved in the pupil.

#### **4. Pupil Entitlement**

By working closely with each pupil, parents/carers and class teams, Hillside's CEIAG will help the pupil to:

- Understand themselves, their interests, likes and dislikes, what they're good at and how this affects the choices they make.
- Find out about different professions, courses and qualifications for future career pathways.
- Develop skills for a vocational life including work experience.
- Make realistic, but ambitious, choices about future pathways.
- Develop an aspirational plan for their future.
- Gain an understanding of different routes available for when they progress from Hillside, including further education, internships and training.
- Develop vocational life skills such as writing letters, CVs and interview techniques.
- Improve their confidence and understanding of their own abilities that can be utilised and transferred into their future pathway.

#### **5. Implementation and Curriculum**

Each pupil will access careers and the development of vocational skills in different ways. This may be through embedded curriculum delivery, bespoke careers sessions, links with external businesses or advisors, employer engagement, 1:1 interventions, work experience and visits to further educational establishments.

Pupils in Key Stage 4 and 5 will follow suitable curriculum pathways which include qualifications and accreditation, depending on their level of ability and progression needs.

All pupils are encouraged to find out about career pathways that suit their interests, skills and strengths, whilst also offering opportunities to broaden their understanding of the world of work.

Some pupils may benefit from specific subject experiences such as linking up with specialised delivery or training in collaboration with other providers.

## **6. Training and Employment Experiences**

The aims of employment experiences are primarily intended to develop the learner's understanding and expectations of the benefits of employment. It may provide them with a broader perspective of vocational opportunities or support a more focused career pathway that supports their own aspirations and interests.

Appropriate businesses are contacted to offer work experience over time (for example once a week over a term). Risk assessments are carried out prior to starting placement. Known members of staff support the individuals in their place of work to engage and follow instructions needed for the job. Photographic evidence and pupil reflection are carried out as part of the process. Evaluation of impact is made holistically in line with determining subsequent follow-up need. Examples of work experience have included animal shelters, cafes and parks.

When seen as an opportunity for careers enhancement and a transition for post-Hillside, some pupils have accessed training within an industry. This may take the form of weekly workshops offsite alongside experience within certain vocational fields. Pupils are supported by known staff, but a focus is made on the development of independent skills and social participation.

## **7. Monitoring and Review**

Pupils targets are set through Annual Reviews linking to their Educational, Health and Care Plans (EHCP). Teachers set Key Stage and yearly targets as part of this process, which then feeds into termly Personal Learning Plans (PLPs).

Teachers will input data into curriculums which have relevant BSquared outcomes. Pupils who are following a qualification will require evidence and a validation process of achievement before claims can be made.

The Careers Lead, class teams, pupils and parents all input into identifying progress, with regular interventions and conversations. The impact of the current curriculum programme is scrutinized to identify next steps and need.

Regular audits are carried out against the Gatsby Benchmarks through the Careers and Enterprise Companies Compass Tool. This is supported by the Lancashire Careers Hub Enterprise Coordinator and Enterprise Advisor. The tool allows for the acquisition of activities relating to careers for each pupil, providing further opportunities for learning.

Updates relating to the careers provision is provided to Governors at least yearly.

## Hillside Specialist School & College

### Provider Access Policy

This policy statement aims to set out our school's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer.

#### **1. Statutory Requirements**

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 7 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students.

This is outlined in section 42B of the Education Act 1997.

This policy shows how our school complies with these requirements.

#### **2. Pupil Entitlement**

All students in years 7 to 13 at Hillside Specialist School & College are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities as part of our careers programme, which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- Understand how to make applications for the full range of academic and technical courses

#### **3. Management of provider access requests**

##### **Procedure**

A provider wishing to request access should contact Emma Pettitt, Assistant Headteacher and Careers Lead. **Telephone: 01772 782205. Email: [e.pettitt@hillside.lancs.sch.uk](mailto:e.pettitt@hillside.lancs.sch.uk)**

##### **Opportunities for access**

A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

Subject Area	Objectives and Activities	Possible Accreditation
English/Communication	Developing communication skills is embedded in the curriculum. We endeavour to use a total communication approach to allow for pupils to develop communication skills that can be transferred onto next pathways. English lessons focus in on developing literacy skills of the individuals.	ASDAN Towards Independence, ADSAN Personal Development Programmes , Transforming Aspirations- Ways of Communicating Recognising signs and symbols  Functional Skills English Entry Level 1,2, 3, Level 1, 2

Numeracy	For our pupils, Post 16 Maths lessons will have a functional role such as being able to use Money to pay for items, being able to weigh out ingredients whilst preparing food and being able to read the time etc.	ASDAN Towards Independently Money Living Independently, ADSAN Personal Development Programmes , Transforming Aspirations Functional Skills Maths Entry Level 1,2, 3, Level 1, 2
Vocational and Careers	Pupils interests are developed by project work or accreditation. Pupils experience the world of work through, work experience, volunteering, work place visits, employer visits and though using Skills Builder as a frame work to build lessons upon.	ASDAN Personal Development Programmes. ASDAN Towards Independence Modules Transforming Aspirations AQA Single Unit Awards
Preparation for Adulthood	Time is given for pupils to develop life skills so that they can lead a fulfilled adult life beyond Hillside. Focus is given to Good Health, Employability, Independent Living and Friends, Relationships and the Community.	ASDAN Personal Development Programmes ASDA Towards Independence Transforming Aspirations AQA Single Unit Awards
PSHE and Citizenship	Pupils continue develop their PSHE as we feel the curriculum covers many topics that are essential for the pupils to make progress in. Pupils reflect on their role in looking after the environment and participating in their community.	ASDAN Towards Independence Modules. ASDAN Personal Development Programmes Transforming Aspirations
Creativity	Creativity is a strength of many of our pupils. They are able to use their creativity in enterprise but also as part of Art and DT projects.	ASDAN Programmes AQA Single Unit Awards

### Safeguarding

Our safeguarding/child protection policy outlines the school’s procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this policy.

### Premises and facilities

The school will organise relevant space for discussions between the provider and students, as appropriate to the activity. Online platforms may also be utilized to support discussion, where pupils will be provided access to computers and required software. Facilities also include

presentation software. A folder of provider information is available through the Careers Lead, where prospectuses and other material for pupils or parents can be left.