

## Careers education and guidance Policy Meldreth Manor School

<b>Policy Reference:</b>	AMM41
<b>Version Number:</b>	3
<b>Applies to:</b>	Aurora Meldreth Manor School
<b>Associated documents:</b>	Curriculum policy Education Policy
<b>Approved by:</b>	Head of School
<b>Implementation date:</b>	March 2026
<b>Next review due by:</b>	March 2027
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

# Aurora

## 1. Aims

This policy aims to:

All students need a planned curriculum and programme to prepare them for each transition point in their life. Meldreth Manor School is committed to supporting all learners and their families with impartial guidance, showing no bias or favouritism towards a particular institution or pathway. The guidance and support will promote the best interests of the individual student.

A higher proportion of young people are at risk of becoming NEET (not in employment, education or training) as an adult if they have been identified as having an EHCP (Education Health Care Plan) whilst in compulsory education.

Due to the complex and profound needs Meldreth Manor School prepares for our students for an adult life that will be very different to the opportunities available to most young adults. For many of our children and young people, the school and their carers' are the student's voice. Staff work with families and all linked professionals in order to secure the best possible provision for each students/adult life.

## 2. Legislation and statutory requirements

This policy is based on the following advice/legislation:

Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).

Meldreth Manor School is fully committed to our statutory and moral obligation to provide holistic careers (transition) support to all students from year 8 onwards.

The Preparing for Adulthood Agenda which sets out the key pillars that schools and settings must use to help young people to develop their independence, careers and transition to adult services. [Preparing For Adulthood Guides and Toolkits \(councilfordisabledchildren.org.uk\)](http://councilfordisabledchildren.org.uk)

## 3. Scope

This policy for all young people and their parent/carers accessing education at Meldreth Manor School.

This policy applies to all staff teaching or supporting the delivery of preparing for adulthood learning at Meldreth Manor School.

## 4. Roles and responsibilities

### The Site Lead will:

Ensure the implementation of the Preparing for Adulthood (PfA) curriculum across all school years.

Ensure all students at Meldreth Manor School have access to careers development and careers advice services across all schools.

Ensure that students make progress in the four pillars of Preparing for Adulthood (PfA) and that EHCP reviews include planning and tracking of transition to adult services.

### Staff will:

Plan and deliver lessons and learning activities that help prepare students for transitions to adulthood across all years.

Ensure that students are assessed and make progress against preparing for adulthood pillars and career service targets.

Ensure that they make contributions to the EHCP process to aid the planning of adulthood transitions.

## 5. The transition process and EHCP's

At Meldreth Manor School we prepare students for the identified transitional pathway whether that is to continue with further education, employment, and training or supported living. Our approach is person centred throughout. At Meldreth Manor School transition planning for adult life is robust.

Transition Planning will:

- Commence from KS 1 onwards.
- Parent/ carer ambitions and aspirations for their child will be gathered and recorded in the annual EHCP review, termly reports and surveys.
- Tapestry is a means to engage parents with their child's learning. It is a means to promote positive dialogue between parents/carers and their child about the days activities in lessons, their child's learning, progress and development.
- Where appropriate the views of the student will be sought through termly reports, working with our careers provider, PSHE teaching and EHCP reviews.
- An independent advocacy service will be offered to the parent/ carer and students
- All views will be shared with linked professional partners
- Progress regarding identifying and securing an appropriate adult provision will be monitored and chased as the pupil moves from Children's Social Care to Transition Social Care.

## 6. The curriculum

At Meldreth Manor School the curriculum maximises opportunities for students to develop self-help and independence skills in preparation transitioning onto adult life through:

- A Preparing for Adulthood (PfA) curriculum and assessment programmes.
- Life and independence skills assessment using the engagement model and other appropriate tools.
- Through a broad assessment of progress over time, students aged 14 or above may, where appropriate, be assessed using the BKSB assessment tool for Functional Skills Maths and/or English initial and diagnostic assessments. Based on the results, students may then be formally enrolled on Functional Skills Maths and/or English.
- Access to a careers service for accessing work experience, life skills development and having accreditation at employment level to take to potential further learning and employment.
- Opportunities for internal work and independent living experiences inclusive of enterprise for those needing a more supported approach to developing adulthood skills.
- Access to independent careers advice for all learners 14 years and above

## 7. Curriculum Outcomes

The outcomes of this curriculum will be:

- Increased confidence and resilience to cope with change
- Increased communication skills
- Increased self-regulation strategies to enable students to cope in a range of context and situations
- Students are not dependent on working with a small group of adults
- Ability to accept and work with other adults and peers
- Students have the self-belief and a self-value to move on
- Ability to leave school with qualifications
- Ability to access further learning and employment on leaving school

## 8. Monitoring arrangements

This policy will be reviewed annually.