Careers Policy Local Procedures

Aurora Keyes Barn School

Please refer to the main A158 Careers Policy

0. Summary of changes since previous version of policy

New

1. Aims

At Aurora Keyes Barn School, careers education focuses on raising aspirations, broadening experiences and preparing pupils for adulthood. As a primary SEND school, we help pupils explore their interests, strengths and future possibilities through curriculum learning, PSHE, enrichment, visitors, educational visits and experience days.

2. Legislation and statutory requirements

This Policy fulfils the requirements as described in the group careers policy.

3. Scope

This policy relates to all learners within Aurora Keyes Barn School.

Rationale and Commitment to Careers Education, Information, Advice and Guidance (CEIAG)

At Aurora Keyes Barn School, we recognise that all pupils have the right to develop aspirations, explore their interests and strengths, and gain an understanding of the wider world. As a primary SEND school, we view careers education as an important part of our Preparation for Adulthood offer, helping pupils develop the skills, confidence and knowledge they need to lead fulfilling and independent lives in the future.

Many children and young people with Special Educational Needs and Disabilities (SEND) face additional barriers to education, employment and community participation in adulthood. We believe that early exposure to the world beyond school helps to broaden horizons, challenge stereotypes and raise aspirations from an early age.

Our approach to careers education is age-appropriate and focuses on helping pupils:

- Understand their own strengths, interests and talents.
- Develop confidence, resilience and independence.
- Learn about different jobs, careers and roles within society.
- Understand how learning in school relates to the wider world.
- Develop key employability and life skills such as communication, teamwork, problem-solving and decision-making.
- Explore future possibilities without placing limitations on aspiration.

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Rather than focusing solely on future employment, our careers programme supports pupils to become "Life Ready". Through our curriculum, PSHE programme, enrichment activities, educational visits, visitors to school and high-quality experience days, pupils are encouraged to explore the diverse opportunities available within their communities and beyond.

We take a person-centred approach, recognising that every pupil's journey will be unique. Careers learning is carefully adapted to pupils' developmental stage, interests and individual needs, ensuring meaningful participation for all learners.

We aim to inspire curiosity about the future and help pupils make connections between their learning, their strengths and the opportunities available to them as they grow older. By providing rich and varied experiences, we seek to ensure that all pupils develop high aspirations and a positive sense of what they can achieve.

Our Careers Strategy works in conjunction with:

- Curriculum Policy
- PSHE Policy
- SMSC Policy
- Enrichment Statement

We work closely with families, local authorities and external partners to ensure pupils receive a joined-up approach to preparation for adulthood as part of their Educational Health Care Plans. Through strong partnerships and meaningful experiences, we strive to equip pupils with the confidence, skills and aspirations needed to thrive in their future education, employment and wider community life.

4. Curriculum

Careers education is embedded throughout our broad and balanced curriculum and supports our vision of developing Life Ready pupils. Learning focuses on developing aspirations, understanding the wider world, recognising individual strengths and building skills for future education, employment and independent living. Careers learning is delivered through curriculum subjects, educational visits, enrichment, outdoor learning, pupil voice and preparation for adulthood opportunities. Pupils explore significant people, different occupations and community roles whilst developing communication, teamwork, resilience, problem-solving and independence.

4.1 Information, Advice and Guidance

Staff support pupils to identify their interests, strengths and aspirations through everyday learning, pupil voice activities and annual review discussions. Parents and carers are involved in these conversations to help nurture future aspirations.

4.2 Work Related Learning and Work Experience

Formal work experience placements are not typically appropriate within our primary setting. Instead, pupils engage in meaningful work-related learning through enterprise activities, role play, educational visits, visitors from different professions and high-quality experience days. Pupils regularly explore different careers, professions and industries whilst developing transferable employability skills including communication, teamwork, independence and problem-solving.

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4.3 Vocational Learning and Enterprise
Through curriculum projects, fundraising, community activities, enterprise opportunities and enrichment, pupils develop creativity, leadership, communication, teamwork and decision-making skills. These experiences help prepare pupils for adulthood and future employment.

4.4 Enrichment
Weekly enrichment is a key element of our careers programme. Pupils explore a wide range of careers, professions and industries through practical activities, themed projects, visitors and aspirational experience days. Enrichment broadens experiences, develops interests, removes barriers to participation and supports confidence, resilience and independence.

4.6 External Partners
We actively work with employers, community organisations and professionals who can broaden pupils' understanding of the wider world. Visitors from healthcare, emergency services, education, trades, sport, creative industries and other sectors provide meaningful encounters that help pupils understand different career pathways and roles within society.

5. Roles and responsibilities

The Headteacher and curriculum leaders are responsible for ensuring that careers education and preparation for adulthood are appropriately embedded across the curriculum. They will ensure that the curriculum remains broad, balanced and engaging, and that relevant policies, schemes of work and educational experiences are regularly reviewed and updated.

The SENCO will support the school's preparation for adulthood agenda through annual review processes, person-centred planning and the monitoring of EHCP outcomes and Earwig assessment targets. They will work collaboratively with pupils, families and professionals to ensure that aspirations, independence and future readiness are considered as part of each pupil's individual provision.

All staff share responsibility for raising aspirations, promoting positive attitudes towards the future, and providing opportunities for pupils to develop the skills, confidence and knowledge that will support them in later life. Through curriculum learning, PSHE, enrichment activities, educational visits and engagement with the wider community, staff contribute to pupils becoming "Life Ready".

6. Implementation
The Careers Lead and class teachers are responsible for ensuring the implementation of the Careers Policy. Teachers and Teaching Assistants will work under the guidance of the leadership team and subject leaders to ensure implementation is effective.

7. Support, Advice and Communication
The headteacher or the SENCO will be available to for any support or advice.

8. Review

We record and review destination data for all pupils leaving Aurora Keyes Barn School to ensure that appropriate secondary school placements have been secured and that transition arrangements have been effectively supported.

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8.1 Measuring and Assessing the Impact of our Careers Programme
Each year, we review a range of information to evaluate the effectiveness of our careers education and preparation for adulthood provision, including:

- Secondary school destination data.
- The successful completion of transition and annual review processes.
- Pupil voice and feedback.
- Parent and carer feedback.
- Participation in educational visits, enrichment activities, experience days and encounters with visitors from different professions.
- Evidence of pupil progress in developing independence, communication, confidence and preparation for adulthood skills.

The information gathered is used to review the impact of our provision, celebrate successes and identify priorities for development within our annual school improvement planning.

9.Pupil Entitlement

All pupils are entitled to access a broad and balanced curriculum that promotes aspiration and future readiness; learn about a range of careers and occupations in an age-appropriate way; participate in enrichment activities; meet visitors from different professions; and develop skills that support future employability, independence and adulthood

10. Careers Overview

Curriculum: Careers awareness is embedded throughout learning. PSHE: Through the Twinkl PSHE scheme pupils explore aspirations, achievements, strengths, community participation and life in the wider world. Enrichment: Weekly enrichment develops confidence, independence and awareness of careers through practical experiences, visitors and experience days.

9. Monitoring arrangements

This Policy will be reviewed annually by the Headteacher

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