This is a statutory policy as required by the Department of Education

Policy Connections

The careers policy should be read in conjunction with the Health and Safety Policy, the Care and Control Policy, Online Safety Policy, Child Protection Policy and the Supplementary Guidance for Curriculum Policies (Covering Philosophy and Purpose; Monitoring & Evaulation; Assessment, Recording & Reporting and Supporting Learning Beyond the School) and The Curriculum, Planning, Assessment, Recording and Reporting Policy for EYFS, Key stages 1-4, and FE Centre (CPARR Policy).

Aims and Purpose of Study

The aims of Careers is to enable the pupils at the Loyne Specialist School:

a) To develop an increasing self-awareness within the community
b) To develop, strengthen and generalise skills
c) To develop confidence and sense of responsibility
d) To prepare pupils to transition into adulthood with increased confidence
e) To support pupils in making informed decisions which are appropriate for them including consideration of the Mental Capacity Act (MCA)
f) To provide pupils with a range experiences
g) To develop personal characteristics such as social skills, communication, independence and resilience
h) To inspire and motivate pupils to develop themselves as individuals and be as independent as is possible covering many scenarios from living independently to making independent choices across a day.

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education, work experience and provider access.

Statutory requirements and recommendations

At the Loyne school, we are aware of the statutory requirements and recommendations regarding careers guidance and we operate within the statutory guidance developed by the Department for Education. This guidance states that all schools should provide independent careers guidance from Years 7-13 and that this guidance should:

- be impartial;
- include information on a range of pathways, including apprenticeships;
- be adapted to the needs of the pupil;

In addition, the school is compliant with the careers guidance that the government updated May 2025 ‘Careers guidance and access for education and training providers’.
This states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships.
The legislation specifies schools must ensure every learner has multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

This can be through a range of enrichment opportunities, including visiting speakers, mentoring and enterprise schemes, and could include learners' own part-time employment where it exists (part-time work can contribute to benchmark 5 but should not replace the need for other meaningful employer encounters). For schools: every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer. Further information relating to this is set out later in this document, under Provider Access.

Evidence of compliance is captured within the CPARR and on EFL and through pupil learning maps.

Teaching and Learning

At the Loyne School we use a range of teaching and learning styles to deliver Careers Education. We place an emphasis on active learning. We provide opportunities for pupils to develop, practise and generalise specific skills. School life is organised in such a way that pupils are encouraged as far as possible to make choices and have the opportunities to develop responsibility. The Loyne school curriculum is underpinned by Preparing for Adulthood and the opportunities for pupils to access careers education is carefully planned to ensure progression through school. Our provision at the Loyne begins with our youngest pupils who access play-based learning opportunities whilst developing key skills which are carefully scaffolded as they move through each age phase. As students participate in the three-year FE programme, they access a vibrant, functional curriculum aiming to best prepare and equip for their next steps beyond the Loyne.

Careers Provision

Each of our pupils is unique and their pathway into adulthood will be tailored to meet their individual needs. Pupils access a curriculum that is relevant to them and within this, they are supported to develop the necessary skills to become as independent as possible and to transfer the skills they have learned through school into a range of functional situations.
In order to offer the highest quality careers guidance and provision for our pupils and students we have use the eight Gatsby Benchmarks as a framework to assess and improve our provision.
These include:
1. A stable careers programme with a careers leader.
2. Learning from career and labour market information.
3. Addressing the needs of each young person.
4. Linking curriculum learning to careers.
5. Encounters with employers and employees.
6. Experiences of workplaces.
7. Encounters with further and higher education.
8. Personal guidance.

These are monitored by the Careers Leader in school who meets termly with the Enterprise Coordinator (Careers and Enterprise Company) to complete the Compass+ assessment tool. The Compass assessment monitors implementation and impact of careers provision. This data is shared with the Senior Leadership Team and Governors and can also be found on our website. Our school is part of the Lancashire Careers Hub and has access to Career Leader Network Meetings several times per year.

Opportunities for access:

We encourage our pupils to take part in a range of practical activities that promote lifelong learning linked to future ambition. Such initiatives include; contributing to special events in

the school such as class assemblies, theme days or weeks, running a successful team enterprise, visits into the community, voluntary work within the community, residential trips, peer mentoring, running charity events, work encounters, FE Jobs and work experience. Students completing ASDAN take part in activities linked directly to their skills acquisition and put them in situ within community settings. We encourage people from the local community to come into school to work with and talk to our pupils.

Whole school

a) A purposeful curriculum that meets the very individual needs of each of our pupils, enabling them to develop the essential skills for them to be successful as they transition through school and into adulthood.
b) Enterprise Week, within the Autumn term all classes design and make products then have the opportunity to buy and sell at our Christmas Fayre.
c) Enterprise Website, products designed and made throughout the year are displayed and sold via the school enterprise website.
d) Visitors in to school and offsite visits support pupils in developing their understanding of a range of different post 16 pathways;
e) An annual Review to identify targets for developing skills for adulthood.

Whole School Careers Overview

Rationale	Each of our pupils is unique and their pathway into adulthood will be tailored to meet their individual needs. Pupils access a curriculum that is relevant to them and within this, they are supported to develop the necessary skills to become as independent as possible and to transfer the skills they have learned through school into a range of functional situations.
What we want to see on offer	**Whole School**
	A purposeful curriculum that meets the very individual needs of each of our pupils, enabling them to develop the essential skills for them to be successful as they transition through school and into adulthood.

EYFS	Primary	Secondary	FE
An annual review to identify targets for developing skills for adulthood. Visitors in to school and offsite visits support pupils in developing their understanding of a range of different post 16 pathways. Enterprise Week, within the Autumn term all classes design and make products then have the opportunity to buy and sell at our Christmas Fayre. Teaching learning to learn skills Home learning to generalise skills across settings Role play and drama Curriculum Links: **Understanding the world** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will	**As EYFS+** Opportunities to have classroom job responsibilities Identified career encounters linked to curriculum topics Curriculum topics with links e.g. 'What Can I Build?', 'Going to the Shops' Learning outside the classroom e.g. Community visits, visiting places that can help us. Curriculum Links: Personal Social Health Education Spritual Moral, Social Cultural	**As Primary +** Each pupil will have their first Transitional Review in Year 9 Transition Plan is updated annually at each review. Pupil pathways onto accredited and vocational courses Pupils may access taster sessions and courses at local mainstream school if this is appropriate for them. Work encounters or experience. Curriculum Links: PSHE, Citizenship and Developing communication skills form a key element of the curriculum, enabling pupils to develop essential skills for adult life.	**As Secondary +** The FE Centre provides a three year programme which has been developed to allow students to have choices and to access high quality courses with the maximum amount of stretch whatever their level of progression Each student has a timetable centred around options that they have elected to take for the academic year in vocational and non-vocational learning alongside functional skills. Students may access formal work placements to meet individualised needs and aspirations of those that this is appropriate for. These will vary in accordance to individual needs. ASDAN Employability sessions for students within Entry Level 1-3 are led by our Careers Leader. ASDAN Personal Progress sessions for students working at Entry Level 1 or below ensure that all learners are given the same opportunities to access appropriate and relevant education.

EYFS	Primary	Secondary	FE
foster their understanding of our culturally, socially, technologically and ecologically diverse world. **PSED** – building relationships and learning to work and play co-operatively with other.			A menu of accredited courses, awards and certificates reflects the pathways to adulthood each of learners is on. Discussions during KS4 annual reviews will focus on the options available within the FE Centre curriculum. Taster sessions and transition visits to local colleges/specialist colleges and post 19 providers with students to help identify appropriate destinations. FE Jobs scheme Over 25% of timetabled lessons used to implement the faculty of employment.

Exceptions	
Funding	PPG / Bursary

Key Stage 3 and 4 pupils

a) Each pupil will have their first Transitional Review in Year 9 and this will then be held annually. During this, a Transition Plan will be devised with parents, pupil, teacher and a senior leader. A social worker may also be present to offer support and guidance.
b) This plan is updated annually at each review and will identify actions to support the pupil through this transition period.
c) Pupils from KS3 will have access to work encounters in school and in the community.
d) Pupils from KS3 have access to an independent careers advisor in the summer term.
e) Pupil pathways onto accredited and vocational courses are planned and prepared for in KS4
f) Pupils in KS4 may have the opportunity to take part in the Bronze Duke of Edinburgh Award if this is appropriate for them.
g) Pupils in KS4 undertake ASDAN accreditation in Towards Independence.
h) Pupils may access taster sessions and courses at local mainstream school if this is appropriate for them.
i) PSHE, Citizenship and developing communication skills form a key element of the curriculum, enabling pupils to develop essential skills for adult life.

FE Centre

a) The FE Centre provides a three year programme which has been developed to allow students to have choices and to access high quality courses with the maximum amount of challenge whatever their level of progression.
b) Each student has a timetable centred around options that they have elected to take for the academic year in vocational and non-vocational learning alongside functional skills.
c) Students may access formal work placements to meet individualised needs and aspirations of those that this is appropriate for. These will vary in accordance to individual needs.
d) ASDAN Employability sessions for students within Entry Level 1-3 are led by our Careers Leader.
e) ASDAN Personal Progress sessions for students working at Entry Level 1 or below ensure that all learners are given the same opportunities to access appropriate and relevant education.
f) A menu of accredited courses, awards and certificates reflects the pathways to adulthood each of learners is accessing.
g) Discussions during KS4 annual reviews will focus on the options available within the FE Centre curriculum.
h) Taster sessions and transition visits to local colleges/specialist colleges and post 19 providers with students to help identify appropriate destinations.
i) FE jobs scheme. Students have the option of applying for a job within the FE Centre. The scheme builds confidence and resilience alongside skills to be transferred into a real work place.
j) Community Links. Successful collaboration between the Loyne Specialist School FE Centre and local business's is vital in successful transition to adulthood for our learners.
k) Our Volunteering Element encourages better community integration, improves health and wellbeing, and provides for in situ skills development.

l) Volunteering focuses on an individual's assets and is a real life platform for generalising key skills acquired during their time in school out in the community they will access as adults.
m) From Year 13, students are supported to identify potential destinations after the FE Centre and look at the skills they need to further develop to access these options.
n) Options include independent living, college, employment and social care day settings.
o) Any skills that a student still needs to develop to ensure success in this end placement are identified for the student to work on.
p) Parents and students are fully supported throughout the process of making applications to post 19 provision.
q) Pupils take part in Enterprise projects across the school year that centre around developing the skills for work.

Work Experience

The overall organisation of work experience is undertaken by the school Careers Leader who liaises with the Upper School team to ensure the most relevant and engaging opportunities are taken. Families are informed and communicated with throughout the process and a work experience agreement form and work experience information form are completed.
All pupils on placement are covered by the employers' insurance and places of work are risk assessed by the Careers Leader in liaison with the CSW work experience database.

Providers Access Policy Statement

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose 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.

Pupil entitlement

All pupils in years 8-13 are entitled:
a) to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
b) to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
c) to understand how to make applications for the full range of academic and technical courses.

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Early years foundation stage statutory framework - https://assets.publishing.service.gov.uk/media/68c024cb8c6d992f23edd79c/Early_years_foundation_stage_statutory_framework_-_for_group_and_school-based_providers.pdf.pdf