

BLACKFRIARS
ACADEMY
Careers,
Education,
Information and
Guidance Policy

Developed:

Revised: Sept 22

Review Date: Sept 25



This policy statement sets out Blackfriars Academy's arrangements for managing the access of learners for the purpose of giving them information about careers, education and training on offer. This complies with the Academy's legal obligations under Section 42B of the Education Act 1997 and the statutory guidance on Careers Guidance and access for education and training providers issued in October 2018. It has been written with the following DfE guidance in mind focusing on: *Statutory guidance for governing bodies, school leaders and school staff*.

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

The Academy Council must ensure that the independent careers guidance provided:

- is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- includes information on the range of education or training options, including apprenticeships and technical education routes;
- is guidance that the person giving it considers will promote the best interests of the learners to whom it is given.

Learner entitlement:

All learners in Years 8 -12 are entitled:

- 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;
- 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;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact:
Alison Parr, Principal on 01782 987150

Opportunities for access

A number of events, integrated into the academy careers programme will offer providers an opportunity to come into the Academy to speak to learners and/or their parents/carers; please see the careers plan and the published calendar.

Premises and Facilities

The academy will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The academy will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature which will be shared with students, where appropriate and key publicity displayed.

Students at Blackfriars access a structured CEIAG programme that forms part of their Preparation for Adulthood studies. We have high aspirations for all of our students, each Pathway works towards individualised outcomes.

The CEIAG Programme

Outcomes	Immersive Pathway	Exploratory Pathway	Questioning Pathway			
Aspirations for students in this pathway	<p>We want each student to... ... be a happy, emotionally secure adult who responds to living in a multisensory world in a positive way. This person will have or have experienced skills to participate and contribute to a community life, enjoying a range of experiences with support alongside their peers</p> <p>We work towards the PSHE Education Planning Framework for pupils with SEND and use this framework to baseline our students and track progress. All students fit within the 'Encountering' stage in the Immersive Pathway.</p>	<p>We want each student to ... be a happy, emotionally secure adult who can make supported choices and access a wide range of community projects with increasing independence. Exploratory students will have the confidence and skills to contribute in a positive way in their community and the ability to keep themselves safe in the wider community. Our hope is for Exploratory students to live as independently as possible and engage in valued and positive experiences.</p>	<p>We want each student to ... be a happy, emotionally secure adult who can access supported or independent employment and living. Questioning students will have the aptitude to communicate their needs and wants independently. They will have the skills to continue to learn in their local environment and wider communities. Our hope is for Questioning students to NOT be passive recipients of knowledge, rather, for them to question – What? Who? Why? When? Where? How?</p>			
Accreditation	<p>Students gain a Blackfriars Baccalaureate</p> <table border="1" data-bbox="629 1305 1158 1382"> <tr> <td data-bbox="629 1305 763 1382">Level of Award:-</td> <td data-bbox="763 1305 981 1382">Cognitive achievements</td> <td data-bbox="981 1305 1158 1382">PRIDE</td> </tr> </table>	Level of Award:-	Cognitive achievements	PRIDE	<p>Accreditation opportunities are provided by the ASDAN Personal and Social Development course for some</p>	<p>Accreditation opportunities include GCSE English Language and Literature, Maths, NCFE, BTEC and ASDAN awards as</p>
Level of Award:-	Cognitive achievements	PRIDE				

	<table border="1"> <tr> <td>Bronze</td> <td>Working towards meeting targets</td> <td>Working towards embodying PRIDE</td> </tr> <tr> <td>Silver</td> <td>All targets met</td> <td>PRIDE is evident in behaviours around school</td> </tr> <tr> <td>Gold</td> <td>All targets met and 1 or more exceeded</td> <td>Fully embodies the spirit of PRIDE</td> </tr> </table>	Bronze	Working towards meeting targets	Working towards embodying PRIDE	Silver	All targets met	PRIDE is evident in behaviours around school	Gold	All targets met and 1 or more exceeded	Fully embodies the spirit of PRIDE	students and all have the opportunity to gain a Blackfriars Baccalaureate	well as the Blackfriars Baccalaureate – a suite of qualifications that enable students to progress to Level 3 qualifications / employment/ apprenticeship opportunities
Bronze	Working towards meeting targets	Working towards embodying PRIDE										
Silver	All targets met	PRIDE is evident in behaviours around school										
Gold	All targets met and 1 or more exceeded	Fully embodies the spirit of PRIDE										
Gatsby Outcome 1 A Stable Careers Programme	Discussions about potential future options begin in Year 7 with Preparation for Adulthood Profile. The plans are updated every year and new, individualised targets are set.	Discussions about potential future options such as supported or independent living, volunteering and employment opportunities begin in Year 7 with Preparation for Adulthood Profile. The plans are updated every year and new, individualised targets are set.	Discussions about potential future options such as supported or independent living, volunteering and employment opportunities begin in Year 7 with Preparation for Adulthood Profile. The plans are updated every year and new, individualised targets are set. Events throughout students' careers at Blackfriars include 'Which Way Now?' Jobs Fair, interviews with alumni, QA sessions with employers etc									

<p>Gatsby Outcome 2 Learning from Career and Labour Market Information</p>	<p>School staff work with multi agencies to apprise parents of developments in social care provision.</p>		<p>In addition, LA Careers Guidance team support in Annual Reviews</p>
<p>Gatsby Outcome 3 Addressing the needs of each pupil</p>	<p>Each student has their own individualised ‘Preparation for Adulthood’ Plan that is co-constructed with the student and parents and carers. The plan brings together the students’ aspirations, their academic flightpath, their EHCP targets and their annual PfA targets that will help them progress their aspirations into reality. The PfA is introduced upon the students’ entry into school and is reviewed at least annually. It forms part of the EHCP Annual Review meeting.</p>		
<p>Gatsby Outcome 4 Linking Curriculum Learning to careers</p>	<p>The Immersive Pathway curriculum includes:</p> <ul style="list-style-type: none"> • Work with and access a preferred curriculum and reactive environments. • Experience a range of therapists • Be introduced to a wide range of communication pathways • Be challenged physically • Be supported to make steps towards independent choice and experience everyday living activities • Access a multi-sensory curriculum • Be offered a wide range of sensory challenges through different current topics Be offered the opportunity to access a wider curriculum and change or link to other pathways 	<p>The Exploratory Curriculum includes:</p> <ul style="list-style-type: none"> • Curriculum designed with 4 areas of Preparation for adulthood in mind – students are given opportunities to develop their independent living skills, health and leisure time, friendships and relationships in the community and explore voluntary opportunities. • Access to functional literacy and numeracy activities with a relevance to real life. • Emphasis on development of communication across 	<p>The Questioning Curriculum includes:</p> <ul style="list-style-type: none"> • Access to full and challenging curriculum, differentiated where appropriate. • Equips students with skills, knowledge and confidence to succeed. • Students develop, through our holistic approach, characteristics including: social skills, communication and resilience. • Acquire and use functional skills in Maths, English, Work Skills, Food Technology and ICT.

	<ul style="list-style-type: none"> • Be given full support to use and maintain the skills that they have acquired (Cognitive and physical) 	<p>the curriculum equipping students with necessary skills for their future.</p> <ul style="list-style-type: none"> • Access to the Preparation for adulthood room to help develop skills for future independence and volunteering. • Access to regular community visits to experience workplaces, interact with people and help with projects in the local area. • Pupils are supported to utilise the skills they learn in school to the wider community 	<ul style="list-style-type: none"> • Cross curricular links to promote the world of work across the Key Stages. • Participate in a range of accredited programmes appropriate to each student. • Students supported, equipped and prepared to make effective choices for their next steps, into college and the world of work.
<p>Gatsby Outcome 5 Encounters with employers and employees</p>	<p>Students have the opportunity to undertake visits into the community where they encounter lots of different employers and employees. Whilst at, eg, the library, they thought about what a librarian does and what it would be like to work in a library. Visits include to supermarkets, museums, theme parks, the theatre, cinema, outward bound activity centres, gyms, leisure centres etc</p>	<p>In addition, students in the Questioning Pathway undertake a range of activities which are specifically focused on engaging with employers such as the ‘Which way now?’ Careers Fair and Work Experience in Year 11. Staff also organise employers to come into school to share</p>	

			<p>their experiences eg, Tesco HR officer etc</p> <p>Opportunities like university STEM days and Robot competitions ensure that students have the opportunity to discuss employment opportunities in different sectors</p>
<p>Gatsby Outcome 6 Experiences of workplaces</p>	<p>Weekly Community Visits when COVID allows to: shops, parks, the library, The Belong Centre, Our Space, the recycling centre, etc Students have the opportunity to create their own workplaces by creating enterprise opportunities – Café, pop-up shop, Garden Centre etc The Christmas Fair is run as an enterprise activity where students make items that are then sold. Workplaces are simulated so that students have the opportunity to experience what it is like to work in eg, a bike repair shop, a handyman’s shop mending animal housing etc</p> <p>Preparation for Assisted Living / Volunteering roles</p>		<p>In addition, In Year 11, students complete a course entitled ‘Preparation for Employment’ – they spend each half term with a different employer, a whole morning every week experiencing the work place. They also complete accreditation courses that involve looking at different workplaces – Science Forensics Unit of study where students have to define the work done by the Pathologist, Crime Scene Reporter etc</p>
<p>Gatsby Outcome 7 Encounters with Further and Higher Education</p>	<p>Students attend events at the local Independent FE provision eg, ‘FedFest’, Pantomime.</p> <p>Transition booklets are produced for students to help with transition into FE</p>	<p>Transition visits to Further Education colleges –specialist provision</p> <p>Students attend events at the local Independent FE provision eg, ‘FedFest’, Pantomime.</p>	<p>Transition visits to Further Education colleges – mainstream and specialist provision</p> <p>Students attend events at the</p>

	<p>– photographs of rooms and personnel etc Transition visits – students into setting; staff into students’ existing setting Staff from FE settings attend Annual Reviews, CINs etc</p>	<p>Transition booklets are produced for students to help with transition into FE – photographs of rooms and personnel etc Transition visits – students into setting; staff into students’ existing setting Staff from FE settings attend Annual Reviews, CINs etc</p>	<p>local Independent FE provision eg, ‘FedFest’, Pantomime. Transition booklets are produced for students to help with transition into FE – photographs of rooms and personnel etc Transition visits – students into setting; staff into students’ existing setting Staff from FE settings attend Annual Reviews, CINs etc Head to Head meetings with alumni to discuss their pathways beyond Blackfriars</p>
<p>Gatsby Outcome 8 Personal Guidance</p>	<p>Working with Parents and carers, multi-agencies and school staff, we will work together to support Immersive Pathway students to:-</p> <ul style="list-style-type: none"> • Have a voice • Make choices • Express feelings and needs • Have some control • Assist with their own personal care – for some -turning, lifting, for others - gaining more independence in the bathroom 	<p>Working with Parents and carers, multi-agencies and school staff, we will work together to support Immersive Pathway students to:-</p> <ul style="list-style-type: none"> • Have a voice • Make choices • Express feelings and needs • Express feelings and needs • Have some control 	<p>In addition, All students complete a Personal Progression Plan in Workskills ASDAN qualification - ‘Life Skills Personal Progression Plan’</p>

	<ul style="list-style-type: none"> • Appropriate communication and behaviour in different settings • Be able to self-regulate • Maintain physical skills • Gain self-help skills, wash cups, spread butter etc <p>Their personal plans are discussed during the formation of the PfA Plan and at the Annual Review</p>	<ul style="list-style-type: none"> • Assist with their own personal care – for some -turning, lifting, for others - gaining more independence in the bathroom • Appropriate communication and behaviour in different settings • Be able to self-regulate • Maintain physical skills • Gain self-help skills, wash cups, spread butter etc <p>Their personal plans are discussed during the formation of the PfA Plan and at the Annual Review</p>	
<p>Destinations</p>	<p>Immersive students will move on to a range of post 16 or post 18 destinations such as colleges of FE or Independent Specialist Provision.</p>	<p>Exploratory students will move on to a range of post 16 or post 18 destinations such as colleges of FE, Supported Internships or Independent Specialist Provision.</p>	<p>Questioning students will move on to a range of post 16 or post 18 destinations such as mainstream colleges of FE, Supported Internships or Independent Specialist Provision. At any point between Year 7 and Year 13,</p>

			Questioning Pathway students can transition into mainstream education if that is appropriate for them.
Post 16	Students can stay at Blackfriars Academy to complete their Post 16 education. Each student has an individualised plan that incorporates their EHCP and Preparation for Adulthood targets.		No Post 16 students from the Questioning Pathway

The CEIAG Calendar of specific events:-

Term	Event	Pathway
1	A day in the life of ... police; Tesco HR Officer; Students are introduced to a range of personnel who occupy roles in different workplaces. They have the opportunity to ask questions, listen to the workers' explanations, touch & feel their equipment and experience an aspect of the job role eg, sitting in a police car	All – but at different levels. Immersive and Exploratory will experience, Questioning will be encouraged to think about whether it might be a career that they might be interested in
2	Which way now? Careers Convention	Questioning
1	Alumni sharing	Questioning initially
1	College consults	All
1,2,3	Visits to workplaces	All
3	Work Experience	All
1, 2 & 3	Preparation for Employment – 1 morning a week in a workplace	Gladstone Class in Questioning Pathway

A reflection on the progress that I have made to “Prepare for Adulthood” in 2022-23

Employment

- ◆ Look into work experience that could be available to me— I am thinking about animal care, I have visited Rodbaston & Reaseheath Colleges
- ◆ Begin creating my CV—not yet, I will be doing this next year
- ◆ Asking a range of questions that help me to know how to analyse, evaluate and synthesise information— I am very aware of the 5Ws & how & I apply this when I need to ask questions in a situation
- ◆ Ability to reflect on what has gone well and how to make improvements—I have concentrated on what has gone well, I don't like thinking of my achievements because they can't be improved on!

Independent Living

- ◆ Access wellbeing and positivity programmes— I attend yoga sessions that help me to relax & I use the strategies in my own time
- ◆ Be self-motivated to take appropriate exercise regularly—yoga has helped me to achieve this & I am getting better at it
- ◆ Help prepare and cook a meal—I need to do this more, maybe with Dad at the weekend

Beyond Blackfriars - Where do I want to be next?

I have started looking at mainstream (Rodbaston / Reaseheath) FE colleges to make an informed decision about where I want to study next.

What do I need to get there? I am still working on the following:-

- ◆ Continue working on my communication, English and maths skills to gain qualifications at GCSE or Level 2
- ◆ Manage my time to allow me to achieve full potential in my learning.
- ◆ Develop my communication skills so I am more confident speaking to new or unfamiliar people in a range of situations

What are my EHCP targets?

- ◆ To recognise when I am getting tired and ask for support if needed—much better at this
- ◆ To use my zones of regulation and identify what zones I am in across the day—working on this— I need to develop how I put the strategies in place
- ◆ To initiate more conversations with peers—working on it
- ◆ To communicate with staff and ask for support if needed with work and pastoral care - better when it is pastoral. I need to work on asking for support on academic side

Friends, Relationships and Community

- ◆ Take part in discussions in form group—not often, I need to develop more skills in this area
- ◆ Use formal (on Work Experience Carousel) and informal (with friends) language in a range of settings— I want to develop my confidence with the formal language
- ◆ Use language skills to ask for support as required—I sometimes ask for help, I want to get better at this
- ◆ Think about my achievements and things that have gone well regularly during the day—I am still focusing on the negatives but I do this so

Health and Well Being

- ◆ Take responsibility for my own exercise routine, taking at least 30 mins exercise a day to help with core movement— I do this most days but I need to develop taking responsibility for it
- ◆ Continue to appropriately say how I am feeling—I'm a lot better at this
- ◆ To continue to chat to friends and instigate conversations—I do this more often than I did but I still want to get better at it
- ◆ Take time out to enjoy a new hobby—I have started yoga!

Preparation for Adulthood Plan for CYP

The Pride of Blackfriars

- P** Pride in our appearance and our achievements
- R** Respect for ourselves, each other and the community
- I** Independence
- D** Determination
- E** Enjoyment

How I can demonstrate my understanding of this?

**P
R
I
D
E**