Careers guidance and inspiration in schools

Governor’s Report

June 2016
• To provide access to a range of activities that inspire young people.

Historically the key stage four pupils of The Willows School all attended RCAT on a Thursday and Friday afternoon as their VOCATIONAL entitlement. However in January 2011, an audit of all stakeholders was conducted to analyse the programme delivered to the Upper School pupils. It was apparent that the curriculum was traditional, narrow, offered little challenge and had limited choices for pupils. It was not fit for purpose. The schools vision was to provide a curriculum that met the individual needs of all pupils, offered choice and set achievable personal goals. We wanted every pupil to select vocational options from a variety of areas and provide appropriate accreditation in all subject areas. Underpinning the direction was the need to provide a personalised curriculum. The analysis of PIVAT data highlighted the proficiency shown by pupils in some areas of the curriculum that was not being developed. We felt that the pupils were not meeting their potential as learners. The vision was to provide change and improve the pupil’s life chances.

A strategically planned research project ascertained career opportunities for SEN pupils. We sourced data from college which highlighted courses SEN pupils succeed in. The information shaped the vocational option programme. The options change every term and this allows the pupils greater freedom and more experiences per school year. The school analyse information from annual reviews, EHC plans and meet with the IYSW and research local and national employment trends for people with learning disabilities. Pupils are asked what activities they would like to study. This monitoring of stakeholders provides assurance that the courses and options are relevant to the needs of our learners. We hold internal verification of all CERTA coursework every term to ensure it is ready for the annual external verification. This ensures that the pupils are consistently meeting the nationally recognised standards.

The current Option programme has contained child care- the rationale was that not all of our leavers gain employment but most become parents, many before the age of 18. This course provides important life learning opportunities. Research has shown that many youth offending programmes include fishing. Of the five pupils who selected the course several were known to the Police. If this pursuit could start a life-long activity statistics suggest the participants are less likely to engage in anti-social behaviour. We include a fast food style restaurant which serves hot food for the staff. This option involves life skills such as dealing with customers, handling money, time management, hygiene and the ability to prepare and cook food. Underpinning the course was the desire to ensure that the pupils could perform Maslow’s first need and be able to provide food for themselves. Research had also indicated that the service sector was the growth industry in the twenty first century and could provide employment opportunities for our cohort.

The pupils can select a different option each term to ensure their programme has breadth. To ensure the courses are relevant we manage a teaching and learning cycle that includes drop in lesson observations and the collection of planning. Pupil assessment sheets are completed on all courses, scrutinised and acted upon if required. Most courses are accredited by CERTA so we hold Internal Verification days to ensure quality assurance of all work.
• Build strong links with employers and offer high quality work experience.

At The Willows School we have a member of staff, Miss Lockyer who has the IOSH award. This enables her to assess the health and safety of any placement.

Since 2013 all year 11 pupils have attended a two week work experience in some format or other. We have used a variety of places from WHSmith to Game and various dog kennels.

In year 10 the pupils are offered the opportunity to work at Brecks restaurant and hotel. The pupils work a shift pattern which can prepare them for the routine of work.

We have developed a very secure relationship with Oak Range, a local manufacturing company. We take pupils on a weekly basis to their office. Our pupils work and complete administration tasks that are supported by employers of the company.

• Provide face to face advice and guidance.

To ensure that we are meeting the needs of our pupils we have instigated new procedures which monitor the pupils’ progression towards post 16 providers. As part of their Person Centred Review we have produced a transition strategy sheet that is completed through discussion with pupil, parent/carer and transition worker. It details their progression from year 9 to year 11. It provides an avenue for all stakeholders to express their thoughts about the pupil’s career, social, personal and academic development. It also allows match up the pupil’s career aspiration to realistic and achievable targets.

Liz Rowe, the school’s allocated (IYSW) attends the PCR’s and offers post 16 placement guidance to parents and carers. She also meets with each pupil from year 10 upwards hopefully twice year. The interviews are the basis of the report for the pupils’ EHC plan.

• Provide information to students about the financial support that may be available to help them to stay in education post 16.

Sue Briggs, The Willows School’s transition worker gathers all relevant information about the individual’s situation and needs. After consultation with the post 16 provider and Liz Rowe, we are able to provide the correct and necessary information for each pupil and pass this onto the parent /carer. This can often be advice on transport issues or bursary if applicable.
The Person Centred Review.

The focus of these reviews is on the young person – what is important to them, how they can plan for the future and how we can help them to do that. Everyone will have an opportunity to take part and at the end of the review an Action Plan will have been drawn up. The meeting also assesses the pupil’s short and long term outcomes that ensure the pupil is making the required progress and is correctly placed at The Willows School.

The PSD curriculum

Pupils get the opportunity to visit local colleges, the pupils are shown all aspects of college life, lessons and the support network available. Visits begin in year 9 and repeated again during year 10 and 11.

Where there is a possibility that pupils will require specialist post 16 support we arrange visits to local special schools, again these visits are repeated. Parents are also invited to colleges and special schools.

During lessons we discuss post 16 and career pathways, based on what pupils want “to do” in the future. We focus on jobs and there specifications, looking at the professions environment, the role, pay, and qualification requirements.

As part of PSD programme the pupils work with Ms Lockyer to prepare the pupils for work experience, from what their interests are, interview preparation, social expectations, employees and employers “dos and don’ts,” and opportunities to express fears and concerns. After the work experience has finished we ensure letters of thanks are written.

Work with the local authority to identify vulnerable young people, including those with special educational needs and those at risk of not participating post 16, and the services that are available to support them.

Each pupil at The Willows School is offered a thorough transition to their post 16 establishment. However when the need arises The Willows have great experience in working collaboratively with many agencies to ensure the appropriate placement is found.

A recent leaver in year 11 (AD) has been supported through this process. The school have worked with Social Care, the Virtual School, the residential home and the IYSW to provide the best possible future placement. The pupil’s key worker liaised with all agencies to ensure the new residential placement met the child’s academic and social and emotional needs.
The EHC plan offers a thorough description of the child's needs. This is shared with the new placement. The Willows also share all confidential information to the new placement via. behaviour plan, medical plan, and social care needs. In addition to this all LAC or Child In Need information is shared by a member of the PST team.

- Cross Curricular Careers guidance

Careers and the pupil's future choices and aspirations receives coverage in many areas of the curriculum.

In English pupils practice and complete application forms for college. Pupils practice and hold mock interviews in preparation for the pupil's college process, which supports speaking and listening assessments.

Maths deliver qualifications to support the transition to independent living and the ability to manage money and budgets.

The comprehensive option programme allows pupils to experience a variety of areas that all may lead to future college placements or potential employment.

Therefore we offer many qualifications with a focus on career guidance and preparation for the pupil's future.

- Using reading skills in a work place
- Reading and Writing key Words In a Work place.
- Communication in the work place
- Using writing skills in a work place
- Time
- Money: adding and subtracting
- Basic Cooking Techniques
- Knowing Your local area
- Sex and Relationship Education

- Transition Worker

The Willows School employs a transition worker who is responsible for the pupil's preparation and move to their post 16 placement.

Each year we focus on certain areas to gather information about each pupil to ascertain what level of support the pupil and family will require to support the process.
Transitions Focus Y 9

Student /Parent View

Review of;

EHCP – taking place of old statement- all person needs ass on one document

School Targets/ Achievements /Issues

Support now – School /home – learning, behaviour, social

Medical

Introduction to Bridge / Bungalow – parents

Independent skills – Personal Care – Hygiene, bathing, periods, getting dressed
- Home skills- cooking/ cleaning
- Personal safety –at home, internet & in the community
- Travel/ road safety
- Money- shopping /using/ recognition
- Social – Clubs etc.

Future-

Route to leave

Opinion 14 - disability

Post 16 Provision – any thoughts- School /College / other

Pupil & parent visits

Independent living supported /not

Employment - ideas – what I would like to be when I grow up??

Introduction to IYSS – Liz Rowe
Transitions Focus Y 10

Student Parent View

Review of;

**EHCP – taking place of old statement - all person needs ass on one document**

**School Targets/ Achievements /Issues**

**Support now – School /home – learning, behaviour, social**

**Medical**

Introduction to Option choices – parents students anything they’d like to try

**Independent skills what they do at home /school/issues** – Personal Care – Hygiene, bathing, periods, getting dressed

- Home skills- cooking/ cleaning – **Bungalow achievements**
- Personal safety –at home, internet & in the community
- Travel/ road safety- own journey??
- Money- shopping /using/ recognition
- Social – Clubs etc.

**Future**-

**Route to leave – visits Choices – Pupils / parents**

**Post 16 Provision** – any thoughts- School /College / other

**Pupil & parent visits - which provisions need to be visited - support**

**Employment - ideas**

**Independent living** supported /not

**Links to IYSS** – Liz Rowe
Transition Focus Y 11

Student Parent School View - post 16

EHCP – all person needs ass on one document- information to post 16 provisions SMT

Child protection issues – S Lockyer- PST

School – Student Levels, CERTA qualification SMT

Support now and for the Future – What support needed post 16? School/home – learning, behaviour, social.–PCR/SMT/PST

Medical – information /plans for post 16

Option choices – choices – anything pupils like to continue in post 16

Independent/life skills what they do at home /school/issues

– Personal Care – Hygiene, bathing, periods, getting dressed
  - Home skills- cooking/ cleaning – Bungalow achievements
  - Personal safety – at home, internet & in the community
  - Travel/ road safety- own/college journey??
  - Money- shopping /using/ recognition
  - Social – Clubs etc.
  - Independent living supported /not

Future-

Post 16 Provision – Where? - School /College course level / other Transition course / schools transitions

Route to leave – explained - if changes to circumstances /no ideas - Action plan with Pupil parents/carers/school

Pupil & Parent visits/ tasters - which provisions still need to be visited –

Post 16 Support / Transport

Links to IYSS – Liz Rowe – roll post 16
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<tr>
<th>Student</th>
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