



PATRON
HM THE KING



Hassocks

Careers Policy

Written by: Alice Brennan

Policy Review Date: April 2025

Date of Policy:

Next Review due: September 2027

Aims:

At LVS Hassocks, we aim to prepare young people with autism for life in the workplace, so that when they leave us, they have the skills, confidence and experience to be able to make a successful transition into the world of work, effectively sustain life-long employment and reach their full potential.

Our Careers Programme therefore has been developed to support our young people in finding the most appropriate post-education and, eventual, career pathway for them. This is achieved through a variety of opportunities such as: professional advice and guidance, work-related learning, internal and external work experience, careers fairs, as well as a variety of chances to develop integral life skills for the world of work through our curriculum.

Objectives:

At LVS Hassocks, we provide independent careers advice to all our students from Year 7 – 14 in the format of individualised sessions and / or group sessions through the independent careers service.

The following are realised by classroom and co-curricular activities:

- promote self-awareness and aid the development of values, skills and behaviours required to get on in life
- enable the development of a range of character attributes which underpin success in education and employment
- promote decision-making skills in relation to option and career choice
- promote awareness of opportunities on a local and national scale
- develop application skills, including use of IT
- enable students to make informed choices about a broad range of career options
- support students in developing a personal action plan and CV during PSHE sessions, tutor times and through discussion in Annual Review meetings.
- provide practice interviews
- participation in National Careers Week
- provide support for all students to gain work experience
- develop links with local Colleges where students can participate in split placements on mainstream courses
- support with transition visits / meetings with new placement

Benchmark Current Provision 1. A stable careers programme

- Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it.
- The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout.
- The careers programme should be published on the school's website and communicated in a way that enables pupils, parents/carers, staff and employers to access and understand it.
- The programme should be regularly evaluated with feedback from pupils, parents and carers, teachers, staff who support students and employers to increase its impact.

	Autumn Term	Spring Term	Summer Term
Year 7	<ul style="list-style-type: none"> • Work in the Oast Café 	<ul style="list-style-type: none"> • Work in the Oast Café • Skills Builder Day • National Apprenticeship Week • National Careers Week 	<ul style="list-style-type: none"> • Work in the Oast Café • What is an Engineer Day?
Year 8	<ul style="list-style-type: none"> • Work in the Oast Café 	<ul style="list-style-type: none"> • Work in the Oast Café • National Apprenticeship Week • National Careers Week 	<ul style="list-style-type: none"> • Work in the Oast Café • Animal Care Careers Day
Year 9	<ul style="list-style-type: none"> • Work in the Oast Café • Duke of Edinburgh Volunteering • Transition Review during EHCP Annual Review 	<ul style="list-style-type: none"> • Work in the Oast Café • Duke of Edinburgh Volunteering • Transition Review during EHCP Annual Review • National Apprenticeship Week • National Careers Week • Hospitality Work Experience Day • Careers Guidance Interview 	<ul style="list-style-type: none"> • Work in the Oast Café • Transition Review during EHCP Annual Review
Year 10	<ul style="list-style-type: none"> • Work in the Oast Café 	<ul style="list-style-type: none"> • Work in the Oast Café • National Apprenticeship Week • National Careers Week • Careers Guidance Interview 	<ul style="list-style-type: none"> • Work in the Oast Café • College Taster Days • Careers Guidance Interview
Year 11	<ul style="list-style-type: none"> • Work in the Oast Café • Interview Drop Down Day • Work Experience Days • Transition Review during EHCP Annual Review • College Taster Days 	<ul style="list-style-type: none"> • Work in the Oast Café • Work Experience Day • College/6th Form Visits • National Apprenticeship Week • College Taster Days • National Careers Week 	<ul style="list-style-type: none"> • Work in the Oast Café

6 th Form	<ul style="list-style-type: none"> • Work in the Oast Café • Work Experience Day • College Taster Days • Duke of Edinburgh Volunteering 	<ul style="list-style-type: none"> • Work in the Oast Café • Interview Drop Down Day • Work Experience Day • Duke of Edinburgh Volunteering • National Apprenticeship Week • National Careers Week 	<ul style="list-style-type: none"> • Work in the Oast Café • Work Experience Day • Duke of Edinburgh Volunteering
----------------------	---	--	--

2. Learning from career and labour market information

All pupils and their parents/carers, should have access to good-quality, up to date information about future pathways and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. They will need the support of an informed adviser to make best use of available information.

- During each key stage, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options or their next steps
- Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

At LVS Hassocks we incorporate information about relevant labour market opportunities into our weekly Tutor Programme that is delivered to all students during a tutor session in the week, which allows students to gain an insight into relevant career paths.

Parents/carers are also emailed regularly with information from their local post-16 providers so they can stay up to date with taster days, course updates and other key information. As well as this, parents/carers are sent relevant and targeted information that pertains to their child's special interests, when applicable, that also relates to future education and career pathways.

3. Addressing the needs of young person

Pupils have different career guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, Opportunities for advice and support need to be tailored to the needs of each pupil including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.

- A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.
- Schools should keep systematic records the participation of pupils in all aspects of their careers programme of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development.
- For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition.

- Schools should use sustained and longer- term destination data as part of their evaluation process and use alumni to support their careers programme.
- Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations to inform personalised support.

At LVS Hassocks we act responsively to the students in each year group and tailor opportunities to their interests, goals and abilities.

We have developed a partnership with My Future Starts Here where independent Careers Advice is given to students throughout their time at LVS Hassocks. This begins in Year 7 with group interviews and develops into Year 10/11 with extended individual meetings. All records of advice are kept, stored and will be distributed to students and parents/carers.

4. Linking curriculum learning to careers

As part of the school's programme of careers education all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance for a wide range of career pathways.

Every year, in every subject, every pupil should have opportunities to learn how the different subjects help people to gain entry to, and be more effective workers within, a wide range of careers. Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.

At LVS Hassocks we work closely with Atlas Copco Group & Vacuum Technique Business Area, whose STEM Ambassadors have come in to work with our students and support with the Science and Maths Curriculum. This enables students to understand some of the opportunities available in the STEM industry. We also organise regularly visits and workshops with other STEM companies throughout the year to target interests of our students.

5. Encounters with Employers and Employees

Every pupil should have 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 activities including visiting speakers, mentoring and enterprise schemes and could include pupils' own part-time employment where it exists.

Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.

At LVS Hassocks we organise a range of speakers visit and speak with students such as a blind football player and visits from authors and illustrators during our Literacy Month.

In addition, we organise and run a series of work experience days that allow our students to be exposed to a 'Day in the Life of...' a variety of career paths; these have included work experience days at Leonardslee Gardens, The Cats Protection and our local Community Shop in Sayers Common.

Finally, as part of National Careers Week we run our annual 'Careers Café' where we extend our café and invite professionals from different educational pathways and different careers in to speak to our students.

** A 'meaningful' encounter is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.*

6. Experiences of Workplaces

Every pupil should have first-hand experiences of the workplace to help their exploration of career opportunities and expand their networks.

- By the age of 16, every pupil should have had at a meaningful experience of a workplace, additional to any part-time jobs they may have.
- By the age of 18, every pupil should have had at least one further such experience, additional to any part-time jobs they may have.

At LVS Hassocks all students experience the workplace on a termly basis by working in our Community Café on a Friday morning. This enables students to experience work in the catering and hospitality industry as they serve customers, make drinks and set up/take down the café.

In addition, we organise and run a series of work experience days that allow our students to be exposed to a 'Day in the Life of...' a variety of career paths; these have included work experience days at Leonardslee Gardens, The Cats Protection and our local Community Shop in Sayers Common.

7. Encounters with Higher and Further Education

- By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs.
- By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet pupils.

At LVS Hassocks students experience a range of meaningful encounters with local sixth forms and colleges throughout their time with us. Our Key Stage 4 students spend 1 day a week for 1 half term at Brinsbury College to experience a range of courses that they offer; and we also have a range of Technical Skills Day courses that our students take part in at Brighton Met College and The Forge at Brinsbury.

In support of our Year 11 and 6th Form students, college/sixth form visit days are encouraged and organised to ensure that the correct placement is found for our students for their post-16 education.

**A 'meaningful' encounter is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.*

8. Personal Guidance

Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs. The careers leader should

work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.

Every pupil should have at least one personal guidance meeting with a careers advisor by the age of 16, and the opportunity for a further interview by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils.

- Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website.

At LVS Hassocks we offer both group and individual careers guidance interviews to support students in exploring future career paths. This begins in Key Stage 3 and continues into Key Stage 4 to ensure that all students are supported in making significant careers choices.

Provider Access Policy:

This policy statement sets out the school's arrangements for managing the access of providers to 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 to 13 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.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11).

Procedure:

A provider wishing to request access should contact Alice Brennan, Assistant Head, alice.brennan@lvs-hassocks.org.uk