



Glenwood Residential Special School

Future Pathways and Careers Policy (Including Provider Access Policy Statement)

October 2023

The Policy was formally adopted by the Governing Board on:

Date: **18 October 2023**

Introduction

Acknowledging it is important to make a clear statement about how our Curriculum supports Careers, we look to some of the broader definitions to make links that are meaningful, important and intrinsic to our aims. Some of these definitions include:

'We would like you to think of career in a broader, more life-encompassing way. Think of the decisions you make as valuable components of a lifelong process. When viewed in this manner, career can be defined as the sum total of decisions that direct your endeavours and reflect your unique personality characteristics and basic life values.'

'One's progress through life'

'One's calling in life'

What is career success?

We believe that real career success comes through helping others or contributing to society and developing the skills to live a fulfilled future.

Each and every one of our young people makes an incredible and unique contribution and we aim to work to ensure our young people are able to recognise, develop and value theirs.

We have high aspirations for each and every young person and work with young people and families to find out how they can best share their strengths, talents and assets. We create personalised and agile curriculums that aim to further develop these as they transition through and from Glenwood. We are always looking to find new areas of strength and interest so that we can support our young people to reach their full potential in areas that bring them success and joy.

It is by looking at careers in the widest sense that we make deep links with the aims of our Curriculum. We aim to support our young people to find out and recognise their true value and work with them to find ways in which this can be shared with the wider community throughout their time at Glenwood and beyond. We know the importance of having or fulfilling a role within which each individual can make a difference that they feel is important and can be proud of and that is recognised and fully appreciated by others. Through the right support, development and recognition, our young people can find their important place and role which they value and that is recognised and valued by many others.

Aims and purpose

- To prepare learners for the transition to the next stage of their journey as they step outside of Glenwood.
- To support learners and their families in making informed decisions which are pertinent for them.
- To provide learners with a range of experiences which will extend and support in identifying the young persons' interests, skills and talents, as a way of opening doors to what is possible.
- To develop personal characteristics, including social skills, communication, independence and resilience, so that each young person can follow their pathway into a valuable adult life.

Statutory guidance and recommendations

Careers provision at Glenwood is in line with the statutory guidance developed by the Department of Education, which refers to Section 42A and 45A of the Education Act 1997. This states that schools should provide independent career guidance from Years 8-13 and that this guidance should:

- Be impartial
- Include information on a range of pathways
- Be adapted to the needs of each pupil

Planning and Careers Provision at Glenwood

Each young person's journey into and through Glenwood is outward looking from the time they join the school until stepping outside of Glenwood into the next stage of their journey. Learners follow a bespoke curriculum which is built by listening to all the voices around a young person and which helps to shape their future pathway. It provides ways of sharing strengths and values which can be recognised by others.

For all learners we:

- Bring the voices around the young person together in annual reviews, being explicit in conversations around the young person as an adult. We consider what we know, areas of strength and potential and use this to inform the knowledge and skills need to be taught and experiences provided to help shape their future.
- Develop a bespoke curriculum which focuses on preparing each young person to recognise their own value and live a meaningful life.
- We aspire to be brave and open up opportunities to extend their experiences and interests and to practice their skills within different settings. For example, by developing specific talents within music, or art through specialist teaching, or partnership working with other schools and experiences within the local community.
- Create experiences within school supports learners to develop their understanding of different future pathways. We have high aspirations for each young person and aim for this to increase their sense of responsibility from an earlier stage. These are bespoke to each young person and could include developing a sense of responsibility through doing something for someone else, being involved in an enterprise project, or accessing work experiences within the community through ECL.
- Facilitate a series of Leavers meetings throughout Year 13 to support both the learner and their families as they plan for young person's future pathway. We work closely with the Advising for adulthood advisor who attends these meetings and with social workers to explore potential and possibilities.
- Work in unison with other agencies to provide a series of events for the parents/carers of learners in years 9-13 to explore a range of future pathways for their young person.
- Aspire for learners to experience potential future education, social care and work experiences through a series of visits to local providers. This helps us to explore potential and find out what the young person really wants.

Providers Access Policy Statement

Introduction

This policy statement sets out the school's arrangements for managing access to providers to pupils at the school and for the purpose of giving them information about the provider's education or training offer.

This complies with the schools' legal obligations under Sections 42B of the Education Act 1997.

Learner Entitlement

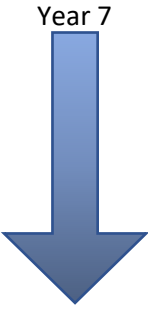
All learners are entitled to hear from a range of local providers about the opportunities which they offer, including future education pathways and social care provisions. This can be through external visits and events, or transition events where providers are invited into school and they share what they have to offer (to the young person's family).

Management of Provider Access Requests

Procedure: A provider wishing to request access should contact Louise Blackwell, as the Careers Programme Lead. Telephone: 01268 492575; Email: via admin@glenwood.essex.sch.uk

Opportunities for access

Events are integrated into the futures (careers) programme, which offer providers the opportunity to speak with learners within their provision, and to come into school to speak with parents/carers.

 <p>Year 7</p> <p>Year 14</p>	<ul style="list-style-type: none">• Developing a sense of responsibility (linking to success through helping others, or making a contribution to society).• Applying skills and understanding developed within school to new contexts.• Extending to experiences within the community.• Increasing awareness of where skills can be applied to a variety of tasks. This could be through enterprise projects, or by participating a wide range of experiences across the school setting.• Visits to educational and social care providers.• Post 19 educational and social care settings sharing what they can provide• When the next stage of a young person's journey is to grow their skills and understanding within a working environment, links with ECL to provide direct experience within the community of working environments.
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Granting access

A provider wishing to request access should contact the careers leader:

Email: admin@glenwood.essex.sch.uk

Telephone: 01268 792575

Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this policy.

Premises and facilities

A suitable space within school will be made available to the providers which is appropriate for the activity. Any specific needs, such as access to equipment to support presentations will be discussed and agreed in advance with a specified member of the Glenwood team.

Learner Destinations

Year 13 learners who transitioned out of our school in July 2023 accessed a range of provisions both educational and social care within the local area, including:

- Education Provision: Westcliff Centre and Chelmsford College
- ECL – Inclusive Employment
- Social Care Provision: Badgers Den, Share, Marigold Centre, Big Xperience, Personal Aid Support

Monitoring arrangements

The organisation reserves the right to review this policy and procedure at any time if deemed necessary and to amend it accordingly. Any changes will be notified to all staff and updates uploaded to SharePoint and the College's website.

Date: September 2023

Review: September 2024

Person Responsible: Careers Lead