



Policy status	Non-statutory
Reviewed	24 th March 2025
Next review date	March 2027

Safeguarding Statement

At Beatrice Tate School we respect and value all children and young people and are committed to providing a caring, friendly and safe environment for all our students so they can learn, in a relaxed and secure atmosphere. We believe every student should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Beatrice Tate School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our learners by protecting them from physical, sexual and emotional abuse, neglect and bullying.

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Version	Date	Author	Description of change
February 2020	10.02.20	MW/WH	Policy established
March 2025	24.03.25	WH/JWW/SB	Policy rewritten

1. Introduction

Beatrice Tate School is committed to providing high-quality **careers education, information, advice, and guidance (CEIAG)** that is impartial, aspirational, and accessible to all students. Our careers provision is aligned with the latest **Department for Education (DfE) guidance**, including the **Gatsby Benchmarks**, ensuring that students are well-prepared for their next steps in education, employment, and independent living.

We recognise that our students, who have Profound and Multiple Learning Difficulties (PMLD) and Severe Learning Difficulties (SLD), require a tailored approach to careers education, ensuring that they can make informed choices and progress towards meaningful destinations.

2. Aims

The aim of this policy is to:

- Provide a structured and progressive careers curriculum from Key Stage 3 onwards.
- Offer impartial and personalised careers guidance that supports informed decision-making.
- Foster an understanding of preparation for adulthood, focusing on independent living, health, community inclusion and employment where appropriate.
- Support students in making successful transitions to further education, training, supported living or employment where appropriate.

3. Legislative Frameworks

This policy is informed by the following legislation and statutory guidance:

- **Education Act 1997** – which outlines the requirement for schools to provide careers education.
- **Careers Strategy (DfE, 2017)** – setting out the national plan for careers provision in England.
- **Statutory Guidance for Schools and Colleges on Careers Guidance (DfE, 2023)** – providing updated expectations on careers education delivery.
- **Children and Families Act 2014** – ensuring that careers guidance supports the Education, Health, and Care (EHC) planning process.
- **The Gatsby Benchmarks** – outlining a framework for good career guidance.
- **The Baker Clause (Technical and Further Education Act 2017)** – requiring schools to allow technical education and apprenticeship providers to access students.

4. Our careers programme

All students at Beatrice Tate School are entitled to a **planned careers programme** that:

- Is **inclusive**, addressing diverse needs, abilities, and aspirations.
- Provides **high-quality careers education** delivered through PSHE, Preparation for Adulthood, and other curriculum areas.
- Includes **encounters with employers**, supported work experiences, and visits to post-19 providers.
- Offers **individual careers advice and guidance**, tailored to each student's needs.
- Engages **parents and guardians** in career discussions, transition planning, and work experience opportunities.

Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks:

1. A stable careers programme with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme remains impartial, ensuring all career paths are valued while presenting a diverse range of opportunities for students.

It is structured in a way that builds upon previous years, divided between Key Stages so that students are encouraged to think appropriately about their future.

4.1 Key Stage 3 (Years 7-9)

By the end of Key Stage 3, students will:

- Be introduced to the concept of **careers, work and independence through visits to the community, visitors to school and wider curriculum opportunities.**
- Begin to explore **personal strengths and interests.**

4.2 Key Stage 4 (Years 10-11)

By the end of Key Stage 4, students will:

- Have a **Preparation for Adulthood plan**, incorporated into their **EHC Plan review.**
- Develop an awareness of different pathways, including **supported internships, apprenticeships and college** options.
- Participate, where appropriate, in **internal work experience placements** suited to their skills and interests.
- Engage in activities to develop **work-readiness skills** across the curriculum, and specifically in Work Related Learning lessons.

4.3 Key Stage 5 (Years 12-14)

By the end of Key Stage 5, students will:

- Be supported in developing **independent living skills**, including travel training, money management, and social communication.
- Have opportunities to engage with **employers and community organisations** to explore pathways into work and volunteering where appropriate.
- Continue to receive transition support to ensure a **smooth progression to post-19 destinations.**
- Take part in **external work experience placements**, where appropriate.
- Receive **one-to-one careers guidance**, including support with college applications, supported internships and apprenticeships.

5. Roles and responsibilities

5.1. Careers leader

Our designated careers lead is the subject lead for Work Related Learning, Life Skills and Preparation for Adulthood. They are member of the Humanities, Life Skills and Preparation for Adulthood Team, led by a member of the senior leadership team (SLT). The Careers leader will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our careers adviser and the Assistant Headteacher for the Upper School, to identify the guidance needs of all of our students and put in place personalised support and transition plans
- Work with the designated safeguarding lead (DSL), who is the designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which students are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's Provider Access Policy statement at least annually, in agreement with the Headteacher.

5.2. Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to students in years 8 to 13 about qualifications and apprenticeships, and set out arrangements for this in our school's Provider Access Policy statement
- Network with employers, education and training providers, and other careers organisations

5.3. The governing body

The governing body will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all students throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of students

- Make sure that a range of education and training providers can access students in years 8 to 13 to inform them of approved qualifications and apprenticeships
- Make sure that details of our school's careers programme are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

6. Monitoring and Review

The careers programme will be reviewed and evaluated every 2 years to ensure it meets the needs of students and reflects **DfE statutory guidance**. Feedback from **students, parents, staff and external partners** will be used to continually improve the programme.

Work experience placements, both internal and external, will be closely monitored. Student feedback, employer evaluations and staff observations will inform ongoing development.

7. Links to other policies

This policy is linked to our:

- Provider Access Policy
- SEND Policy
- Child Protection Policy
- Safeguarding Adults Policy
- Equality Policy