

**THE CEDAR FEDERATION**

**IFIELD SCHOOL**

**CAREERS AND WORK RELATED  
LEARNING POLICY**

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**IFIELD SCHOOL**  
**CAREERS AND WORK RELATED LEARNING POLICY**

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**CAREERS AND WORK RELATED LEARNING POLICY**

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**IFIELD SCHOOL**  
**CAREERS AND WORK RELATED LEARNING POLICY**

**1. Summary**

This policy is designed to provide a coherent overview of Ifield School’s provision of Careers Education, Information, Advice and Guidance (CEIAG) and Work Related Learning (WRL) opportunities. It provides a framework that ensures that the school offers an appropriate range of activities, experiences and support to help students choose 14-19 and post-19 pathways that are right for them and to be able to manage their careers, sustain employability and achieve personal and economic wellbeing throughout their lives.

Exposure to the world of work is a significant step in preparing young people for adult and working life. Schools and colleges are expected to offer their students high quality and meaningful engagement with employers to give the student a valuable experience of the work environment and develop their employability skills. Taking part in work related learning and work experience schemes is one route to achieving this aim.

Legislation

Sections 42A, 42B and 45A of the Education Act 1997

Section 72 of the Education and Skills Act 2008

Guidance

DfE Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff – October 2018

**2. Introduction**

Career, work related learning and enterprise education is essential to the preparation of young people for transition to adulthood, equipping them with the knowledge, skills and attributes

needed to enter and thrive in the working world. Young people are increasingly concerned with the role of education in occupational success. They want to see the relevance of education to their future lives, and they want assurance that what they are learning is developing their employability. Careers education and work related learning provides the connection between learning and earning, which is a strong motivator for many.

A young person's career is their pathway through learning and work, and school is their first career step. All young people need a planned programme of activities to help them find the right course, training or employment from 14 to 19 and beyond. Effective programmes of careers education and work related learning supplemented by personalised information, advice and guidance provide young people with a structured introduction to the world of work which opens their eyes to new opportunities and raises their aspirations and ambitions about what they can achieve in their future lives.

We work closely with the local authority due to the vulnerable nature of our students who all have special educational needs and disabilities with Education, Health and Care plans in place, ensuring that we know of all the services available to support students, to access these and share this knowledge amongst our community. We all share the presumption that for many of our young people with special educational needs and disabilities are capable of sustaining paid employment with the right preparation and support. We regularly celebrate and showcase and promote the achievements of our students who are volunteering or in paid employment at every possible opportunity.

Careers education and work related learning helps young people to develop the confidence, knowledge and skills that they need to make informed choices and plans that enable them to progress smoothly into further learning and work. Many of the skills that are essential for both higher education and future employment can be developed through these activities. Well thought through decisions about learning and work, informed by effective programmes of

careers and work-related learning can increase participation in learning and, in turn raise attainment and support further progression.

Work experience that is well-planned and well-organised has an important role in developing students' employability skills, personal and social skills and helps them learn about the world of work. The key message is for placements to be "meaningful".

Work experience is offered to all students in Key Stages 4 and 5.

In Key Stage 4, each student is offered a placement in Year 10. In addition Work Related Learning is embedded in the PSHE curriculum and through a variety of responsibilities given to students.

In Key Stage 5: Sixth Form and LINK19 College, work related learning includes a designated work related learning programme, work experience, initial supported internships and enterprise programmes.

The school offers a wide range of activities that contribute towards work related learning opportunities in order to help prepare students effectively for adult life and working life. These activities complement subject teaching, contribute towards the development of students key skills as well as contributing to lifelong learning opportunities and can be evidenced through each students personal achievement files.

The school believes that appropriate, planned work experience develops students':

1. Self-esteem and confidence
2. Communication skills
3. Employability skills
4. Problem solving skills
5. Independence

## 6. Understanding of life beyond school and sixth form.

Work experience placements are of varying lengths depending on the placement and the needs of the student. Most students require adult support throughout their work experience placement.

The school will offer work experience placements to students which suit their individual needs, ability and aspirations. This includes both in school and out of school work experience.

### In School Work Experience

Examples of in-school work experiences include:

- Caretaking assistants.
- PE Assistants with the PE department
- Supporting in Primary classes and the Nursery at Ifield School and King's Farm School
- Ground maintenance at Ifield School and Ifield Woodland.
- Administrative support at SMILE
- ICT assistants with the ICT department

### Out of School Work Experience

Work experience outside of school takes a variety of forms including local venues such as leisure centres and theatres and enhance students' skills required for employability. The experience helps students to think about what they may wish to do in the future.

The students record their planning through a daily diary. Students are assisted by a designated teaching assistant responsible for work experience.

Students and parents/carers are informed about work experience arrangements well in advance of placements. The following points are discussed:

1. Travel arrangements
2. Hours of work
3. Dress code
4. Expectations
5. Health and Safety information

Feedback is given from the employer via the work experience teaching assistant who disseminates information to the Careers Education Information Advice and Guidance (CEIAG) lead and the Internship and Work Related Learning Liaison Officer.

### **3. Careers Education Advice and Guidance (CEIAG)**

Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 to year 13.

The named teacher for Careers is responsible for co-ordinating the careers programme at Ifield School. The Head of Sixth Form is responsible for co-ordinating the careers programme at Ifield Sixth Form and LINK19 College. The co-ordinator works closely with the schools allocated CEIAG personal adviser who provides specialist careers guidance. All teaching staff (years 7 to 14) contribute to the delivery of the careers programme according to the schemes of work for Key Stage 3, Key Stage 4, Sixth Form and LINK19 College. This programme is also delivered through a range of cross curricular and vocational subjects including PSHE, Citizenship, Life Skills Functional Skills and other accredited programmes such as OCR and ASDAN accredited programmes.

The Cedar Federation will ensure that careers guidance for students is differentiated and based on a high aspirations and personalised approach. Every student, whatever their level or type of need will be supported to achieve the best outcomes.

CEIAG will support secondary, Sixth Form and LINK19 College students and learners.



Advice will be:

- Impartial – showing no favouritism towards a particular institution, education or work option
- Accurate and relevant
- Based on the student’s own aspirations, abilities and needs.
- Managed by trained people
- Easily accessible
- Non-stereotypical
- Inclusive of information on the range of education or training options, including apprenticeships and technical education routes
- Promote the best interests of the students to whom advice is given.
- Linked to the availability of the full range of relevant education, training and employment opportunities, such as traineeships and apprenticeships, supported internships or routes into higher education.
- Well informed about ways in which adults who have SEN or disabilities can be supported in the workplace (e.g. job coaching, supported employment, reasonable adjustments, Access to Work advice).
- Focused on the student’s career aspirations, and the post-16 options which are most likely to give the young person a pathway into employment, or higher education and will not simply focus on meeting their immediate needs.

In conjunction with the Kent Special Schools CEIAG Development Group and our careers advisors from The Education People we work with pupils and parents. The collaboration has meant we have:

- Provided learners, staff and external agencies the required resources and links that will enable them to make informed decisions about their future pathways.
- Established a program of observations and meetings with pupils in KS3, KS4 and KS5 to compile profiles.

- Established links with parents/carers through parent's evenings, careers days and through Person Centred Reviews.
- Delivered impartial Careers Information Advice and Guidance that is independent of the school, thereby meeting the school's statutory obligations in accordance with the Education Act 2011.
- Established program of information events including a Moving On Event and Parent Forums.
- Established links and cohesive documentation with external agencies in the transition process.
- Provided learners the current and relevant information to career pathways in education, apprenticeships and the world of work.
- Conducted one-to-one guidance interviews with leavers.
- Written transition plans where appropriate.

Careers Education will develop information handling and should be available through resources including:

- Library
- School/College induction programme
- Careers lessons
- Visits and talks
- Work related activities
- Contact with employers

The Cedar Federation will ensure that there is an opportunity for a range of education and training providers to access all students in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. See Appendix 1, Policy statement on provider access.

The Cedar Federation will use the Gatsby Benchmarks to develop and improve the careers provision. See Appendix 2.

#### **4. Aims and objectives of work related learning**

The Cedar Federation recognise that strong and effective partnerships with businesses and other employers help broaden student's knowledge. Encounters with employers and in particular, work experience and work related learning can be transformational for students who have SEND allowing them the opportunity to experience different work experiences.

The aims for work related learning focus on the provision the school makes for opportunities for students to prepare for adult and working life. These include:

- To ensure that students follow courses and programmes which are appropriate to their longer term aspirations and needs
- To improve students understanding of the world of work and its demands
- To increase access and choice for all students
- To improve the transition of students from school to adult and working life

The key objectives for work related learning are:

- To raise levels of attainment through high quality work related learning for all students
- To develop a range of opportunities which enhance the curriculum
- To promote greater awareness for students about the world of work, the development of key skills and employability
- To develop a range of appropriate and relevant activities which assist in raising all students aspirations and achievement and which are of the highest possible quality and are regularly monitored
- To promote awareness and understanding of work, industry, the economy and community
- To relate skills attitudes, concepts and knowledge learnt in school to applications in the wider world

- To develop students personal and social skills in relationships in a range of contexts
- To provide students with informed and impartial guidance on the choices available for education, training and employment as well as other interests
- To improve employability through work related learning
- To develop effective links with key partners and local industry

Supported encounters within the workplace are highly valued within the context of the careers and work related learning curriculum at Ifield School and are designed to provide examples to pupils and families about ways in which adults with SEN or disabilities can be supported in the workplace and inform them of possible options available to them, including reasonable adjustments, supported internship opportunities and Access to Work arrangements.

### **How objectives will be achieved**

Work experience placements will be carefully arranged for each student and will be matched carefully to their interests, abilities, needs and future aspirations. Students will be well prepared for their work experience placements in advance and where appropriate will be supported by a member of school staff to ensure they fully benefit from the experience.

- Work related learning is supported by the school's Leadership Team.
- The Head of School has responsibility for overseeing the programme.
- Core capabilities for employability are communicated to all subject co-ordinators so that links to work related learning are made across the curriculum.
- Careers education and guidance is provided for all students in Key Stages 3, 4 and 5.
- All students in Key Stage 4 undertake work experience.
- In Key Stage 5 all students follow a core work related learning programme and follow a graduated work experience programme from Years 12-14 as part of their individual study programme.
- Visits are made to and from local businesses.
- Sixth Form students take part in careers conventions.

- Secondary and Sixth Form students take part in enterprise activities.
- The programme is reviewed annually.
- Links with colleges and appropriate courses are arranged.

## 5. Curriculum

### Careers

Careers guidance at Ifield School is designed to connect learning to the future and motivate young people by allowing them to develop a clearer idea of the routes to jobs and careers that they might find engaging and rewarding. Ifield School recognise that good careers guidance widens pupils' horizons, challenges stereotypes and raises aspirations and provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life.

At Ifield School, the careers programme is designed so that students can expect:

### **Key Stage 1 / Key Stage 2**

- That employment is mentioned in all person centred reviews
- Where possible students to have 'job roles' in class

### **Key Stage 3 / Key Stage 4**

- To be encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.
- To begin building vocational profiles
- To be introduced to careers resources and informed how to use them
- To build on personal strengths and begin to link skills to specific careers enabling realistic informed decisions at transition stages
- To be introduced to the world of work and how it constantly changes
- To be introduced to software and websites
- To be encouraged to think about what they might like to achieve after school
- To explore post 16 pathways

- To be encouraged to use careers resources available and informed where to find out more about specific careers

### **Key Stage 5**

- To be encouraged to reassess personal strengths with a focus on transferable skills
- To be encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work life balance and develop economic awareness
- To be encouraged to challenge stereotypes within the world of work and traditional job roles
- To be provided with a wide range of opportunities to engage with a range of local business, FE and training providers
- To further develop economic awareness and be encouraged to think about employability, which careers appeal to them and to identify and set themselves realistic future goals
- To complete work experience
- To develop interview techniques and complete mock interviews with local employers
- To be supported with post 19 choices and encouraged to consider all their options including further study and apprenticeships
- To be encouraged to think about the kind of behaviour potential employers look for
- To be encouraged to attend careers talks, fairs, college open days and taster days with employees

Curriculum delivery is based upon the following areas:

<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>
<p>Introducing careers</p> <p>Within school teachers, teaching assistants, site agents</p> <p>Places where people work</p> <p>Schools, shops, emergency services, education, building</p> <p>‘Who would work in a place like this?’</p> <p>Jobs people who help us – who do we go to for help?</p> <p>Communication skills</p> <p>Who provides us a service? Local shops, dentist / doctors etc. religious places of worship</p> <p>Community Cohesion</p>	<p>Introducing careers</p> <p>Different types of jobs and the job industry</p> <p>Who provides us a service?</p> <p>Local shops, dentist / doctors etc. religious places of worship</p> <p>‘Who would work in a place like this?’ Jobs people who help us – who do we go to for help?</p> <p>Communication skills</p> <p>Who provides us a service? Local shops, dentist / doctors etc. religious places of worship</p> <p>Community cohesion</p>	<p>Introducing careers</p> <p>Within school teachers, teaching assistants, site agents</p> <p>Communication skills</p> <p>Places where people work – schools, shops, emergency services, education, building</p> <p>‘Who would work in a place like this?’</p> <p>Jobs people who help us – who do we go to for help?</p> <p>Different types of jobs and the job industry</p> <p>Who provides us a service? Local shops, dentist / doctors etc. religious places of worship</p> <p>Community cohesion</p>	<p>Working with others</p> <p>Communication skills – how to relate with colleagues</p> <p>External careers guidance</p> <p>Employability skills</p> <p>Financial education</p> <p>Introduction to different careers, identifying suitable jobs, skills and different qualifications required</p> <p>Filling in a job application</p> <p>School mentoring (through Headstart)</p> <p>Internal experience of work</p>	<p>Transition, what it means to me</p> <p>Preparing a CV &amp; filling in a job application</p> <p>Completing a job profile</p> <p>Career identity</p> <p>Preparing for an interview - Mock interviews</p> <p>Employability skills</p> <p>Financial education</p> <p>Career pathways next steps</p> <p>Communication skills – how to relate with colleagues</p> <p>Career progression – structures</p> <p>External career guidance</p> <p>Filling in a job application</p> <p>Following health and safety in the work place – including online safety</p>

For further information about the careers curriculum, please contact the careers lead.

### Work Related Learning Criteria

1. Recognise, develop and apply students' skills for enterprise and employability.
2. Use their experience of work, including work experience and work with family and friends to extend their understanding of work.
3. Learn about the way business enterprises operate, working roles and conditions, and rights and responsibilities in the workplace.
4. Develop awareness of the extent and diversity of local and national employment opportunities.
5. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives.
6. Undertake tasks and activities set in work contexts.
7. Learn from contact with personnel from different employment sectors.
8. Experience (direct or indirect) of working practices and environments.
9. Develop employability skills for students differentiated proportionate to their needs.

Work related careers education will be delivered through a range of class based and community based work using a range of media. These will vary depending on the key stage and needs of the individual student. Although careers is statutory from year 8, all students will start to develop an awareness of careers related concepts through cross curricular activities from early years.

Work related learning within the school enables each curriculum area to make a full contribution through:

- The development of schemes of work that recognise the importance of work related learning in preparing students for adult and working life
- Ensuring that all students have access to some work related activities which are appropriate to their needs
- The use of appropriate teaching and learning strategies



- Ensuring maximum understanding for students of the various aspects of work related learning to adult working life
- Ensuring continuity and progression in schemes of work, so that all students' can build on work related experiences from previous levels
- Providing an opportunity to evidence the work related learning experiences through their learning records and reporting to parents on each students progress

Ifield School have developed strong partnership with businesses and local employers through the development of the work related learning programme and the identification of work experience placements within the local community. Encounters with employers and hands on experience in the workplace can be transformational for our pupils. Work experience placements are carefully planned and matched to the ability, needs and aspirations of pupils and necessary support is provided to ensure that the placement is as beneficial as it can be to the pupil. Prior to commencing a work experience placement, pupils are well prepared for their experience so that they know what to expect and what is expected of them and is designed to provide pupils with a valuable and positive experience and a realistic idea of the expectations and realities of the workplace.

Ifield School recognise that good maths and English skills are a necessary element of citizenship and that developing skills and improving attainment in these areas can lead to a wider range of career choices for pupils. In accordance with the 16 to 19 funding: maths and English condition of funding, students aged 16 to 18 and 19 to 25 with an education, health and care plan (EHCP) who do not hold GCSE grade 9 to 4 or equivalent qualifications, must study maths and or English as part of their study programme in each academic year. At Ifield School, where students are unable to obtain this level of English or maths accreditation, a 'stepping stone' qualification is studied such as Functional Skills or where appropriate another programme of study appropriate to the level and needs of the student.

## **Assessment**

Ifield school uses a range of techniques to measure and assess the impact of the careers programme on pupils. These include lesson observations, learning walks, work experience reports and the annual review of EHCP outcomes.

Assessment within the area of careers and work related learning is usually in the form of student self-assessment supported by discussion with teachers and support staff. Each student will develop a portfolio of work to illustrate their individual achievements and learning journey.

The outcome of careers and work related learning study programmes will form a part of the students EHCP from which the careers advisor working with the student will use the outcome and aspirations detailed in the EHCP to focus their discussion with the student. EHCP reviews identify future career aspirations and use information about the labour market to inform decisions on study options.

To ensure compliance with Government expectations and statutory guidance, we use the Compass online self-evaluation tool to assess how our careers support compares to the Gatsby Benchmarks and the national averages.

<https://compass.careersandenterprise.co.uk/info>

The Compass Tracker Careers planning tool is also used to manage the careers plan for the year.

<https://tracker.careersandenterprise.co.uk/info>

Other toolkits used to measure and assess our careers development programme include the SEND Gatsby Benchmark Toolkit.

<https://www.base-uk.org/sites/default/files/knowledgebase/send-gatsby-benchmark-toolkit.pdf>

The school regularly report destinations data through self-evaluation reports and the provision of the Ifield sixth form and LINK19 College in addition to collaborations with local FE college providers allow destinations of school leavers to be tracked beyond key stage 4.

### **Spiritual, Moral Social and cultural education**

Work related learning will contribute to each student's spiritual, moral, social and cultural development by helping them to recognise the meaning and value of different types of work to individuals, communities and the country as a whole.

### **6. Health and Safety**

Most activities will be carried out with staff support, with health and safety taken into account by individual or group risk assessment, as appropriate. Work based learning and work experience at key stage 4 and sixth form, may require additional risk assessment depending on the place of work and the individual student or students involved. These risks assessments are completed by teaching staff and endorsed by the leadership team. Generic risk assessments are available for most working environments and official careers events by the managers / organisers.

### **7. Safeguarding**

DBS checks may be necessary in certain circumstances for work related learning or work experience providers (to be individually assessed).

The Home Office has made changes to the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendment) (England and Wales) Order 2012. This means that employers are no longer able to carry out DBS checks on staff supervising young people aged 16 to 17 on work experience.

Keeping Children Safe in Education

Paragraph 139 to 143

*Schools and colleges organising work experience placements should ensure that policies and procedures are in place to protect children from harm.*

*Barred list checks by the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement.*

*The school or college should consider the specific circumstances of the work experience, in particular the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary. These considerations would include whether the person providing the teaching/training/instruction/supervision to the child will be:*

- unsupervised; and*
- providing the teaching/training/instruction frequently (more than three days in a 30 day period, or overnight).*

*If the person working with the child is unsupervised and the same person is in frequent contact with the child, the work is likely to be regulated activity. If so, the school or college could ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.*

*Schools and colleges are not able to request an enhanced DBS check with barred list information for staff supervising children aged 16 to 17 on work experience.*

*If the activity undertaken by the child on work experience takes place in a 'specified place', such as a school or college, and gives the opportunity for contact with children, this may itself be considered to be regulated activity. In these cases and where the child is 16 years of age or over, the work experience provider should consider whether a DBS enhanced check should be requested for the child/young person in question. DBS checks cannot be requested for children/young people under the age of 16.*

## **Prevent Duty**

The Cedar Federation will have regard to the Prevent Duty in the organisation of work related learning and work experience placements at all times.

The Governments Prevent Strategy defines extremism as: “Vocal or active opposition to fundamental British Values, including democracy, the rule of the law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

The Prevent Duty Policy aims to:

- Ensure all staff understand the risks of radicalisation within our schools and how this risk may change from time to time.
- Ensure staff are aware of the Prevent Strategy and are able to protect students who are vulnerable or may be at risk of being radicalised.
- Ensure students, carers, stakeholders and visitors to the school are aware of their responsibilities with regards to minimising the risks of radicalisation.
- Build students’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

Prevent should be seen as part of the existing school safeguarding framework; a local approach to ensuring the safety and wellbeing of all pupils and students.

We ensure that through our school’s vision, values, rules, diverse curriculum and teaching, we promote tolerance and respect for all cultures, faiths and lifestyles. The Executive Headteacher ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students’ welfare.

Please contact the school for a copy of The Cedar Federation Prevent Duty Policy.

Please visit the [school website](#) for further details of how Ifield School promotes British Values.

### **Multi-agency working**

Ifield School collaborate with a range of multi-agency professionals, including the local authority and children's social care, to identify young people who are in need of targeted support or who are at risk of not participating post-16. This includes young people with particular vulnerabilities or who are receiving support to safeguard them and promote their welfare, such as Children in Need. It also includes young people with additional needs, such as special educational needs and disabilities, or those who may leave care between the ages of 16 and 18.

All pupils at Ifield School are provided with targeted and personalised support to help them achieve, have high aspirations for their future and understand the variety of pathways available to them. Transition arrangements are carefully planned adopting a multi-agency approach to ensure they are as effective and beneficial as possible.

EHCP reviews are carefully planned to include contributions from a range of multi-agency professionals to provide support and advice on transitional pathways into further education or training and pathways beyond education into employment and / or independent living. Similarly, Personal Education Plan (PEP) reviews include reference to careers and transition arrangements for children who are looked after or care leavers and that careers guidance is used to inform the outcome of these reviews. In doing so, the particular needs of the pupil are carefully considered to determine the additional support required to help them achieve success on leaving Ifield School.

The school place high importance on working closely with pupils and their family to ensure that they understand what career options are possible and the support available to them.

## **8. Equality & Diversity**

The Cedar Federation is committed to a policy of equality of opportunity and to diversity in everything it does. The Federation embraces diversity and will seek to promote the benefits of diversity in all of its activities. The Federation will seek to develop a culture that reflects that belief.

The Cedar Federation will seek to widen the mediums in which it recruits to ensure as diverse as possible employee and candidate base and acknowledges the duty of further education in promoting equality of opportunity and furthering social inclusion.

The Cedar Federation takes positive steps to ensure that all students, parents / carers, current and prospective employees are not discriminated against, either directly or indirectly, on the grounds of gender, age, disability, marital status, sexual orientation, creed/religion, ethnic or national origin and social background. The Federation values the differences, needs and contributions that a diverse workforce and customer base represents.

The Cedar Federation places an obligation upon its entire staff to respect and act in accordance with the equality and diversity policy.

The Federation extends this positive attitude in respect of equality and diversity to its contractors, pupils and the community.

The Federation will be an equality and diversity champion and leaders in:

- a) Promoting equality and diversity;
- b) Challenging and eradicating discrimination; and
- c) Providing responsive and accessible services.

Within the overall framework of its statement of purpose and values, the Cedar Federation is committed to the principle and practice of equal opportunities and celebrates the diversity of

people. The Federation understands that these two concepts are not the same but are complementary. Without recognising and, most importantly, valuing differences between people, there cannot be true equality of opportunity. Moreover the Cedar Federation promotes individual life-enhancing opportunities that respect all people.

It is the responsibility of every student, member of staff, Governor, contractor and visitor to make sure they do not unlawfully discriminate and/or harass in any way. Each has a duty for owning and implementing this Equality & Diversity Policy.

Please contact the school for a copy of The Cedar Federation Equality and Diversity Policy or visit the [school website](#) for details of The Cedar Federation Public Sector Equality Duty.

## **9. Complaints**

The Cedar Federation is committed to providing the very best education for our young people and want our students to be healthy, happy and safe and to do well. We recognise the importance of establishing and maintaining good relationships with parents, carers and the wider community. We are aware that there may be occasions where people have concerns or complaints and the complaints procedure policy sets out the steps that should be followed in order to resolve these as quickly and informally as possible.

School governing bodies are required under Section 29 of the Education Act 2002 to have in place a procedure for dealing with complaints relating to the school, other than those covered by separate legislation and formal procedures and are covered by other policies and guidance.

These include:

- Admissions
- Exclusions
- Special Educational Needs
- Staff Grievances / Discipline
- Child Protection & Safeguarding



- Whistleblowing

It is expected that all complaints will be referred to the appropriate school in the first instance and that all stages will be pursued before considering further action where a complainant feels that their complaint has not been dealt with appropriately or remains unresolved.

Complainants are encouraged to follow through each stage of the procedure, as appropriate, in order to resolve their concerns.

The Complaints Procedure Policy aims to:

- Encourage the resolution of concerns and complaints by informal means wherever possible
- Ensure that concerns are dealt with quickly, fully and fairly within defined time limits wherever possible
- Provide effective and appropriate responses to concerns and complaints
- Maintain good relationships between the school and all those involved

Please contact the school for a copy of The Cedar Federation Complaints Procedure Policy or visit the [school website](#).

### **Single Equalities Scheme Impact Assessment**

This policy has been developed to ensure that there is no negative or adverse impact on any individual or group in terms of disability, race, belief, gender, sexual orientation or age. All opportunities for potential positive impact on individuals, groups and the community are embedded within the ethos, vision and values of the school.

Ifield School is committed to achieving Best Value in all decisions made. We use the principles of Best Value as they apply to securing continuous improvement in this school and will have regard to the Best Value Statement as agreed by the Governing Body.

**Approval and review**

The named Governor with specific responsibility for careers education and guidance is: Sue  
Dunn

This policy will be reviewed annually by the Full Governing Body.

The school are currently preparing to work towards achieving the Quality in Careers Standard.

<http://www.qualityincareers.org.uk/>

Approved Summer 2019

Next review: Summer 2020

Signed: Chair of Governors.....

Signed: Chair of Teaching, Learning and Assessment Committee .....

Signed: Executive Head teacher.....

**Appendix 1**  
**Policy Statement on provider access**

# **THE CEDAR FEDERATION**

## **IFIELD SCHOOL**

### **PROVIDER ACCESS POLICY**

**Reviewed Date: Summer 2019**

**Review Date: Summer 2020**

## **Ifield School Provider Access Policy**

### **Introduction**

This policy statement sets out the school's arrangements for managing the access of providers to pupils at 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 8-13 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.

### **Management of provider access requests**

#### **Procedure**

A provider wishing to request access should contact Miss Madeleine Jones, Head of School, Telephone: 01474 365485; Email: [ifieldschool@aol.com](mailto:ifieldschool@aol.com)

### Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Year 8	Finance Lessons <b>Monday PM:</b> Vocational Taster Lessons – D & T: Horticulture, Food Technology, Textiles & Media <b>Wednesday PM:</b> Vocational Taster Lessons - Arts: Drama, Dance, Art, Music & Oracy	Enterprise Lessons Finance lessons Independent Living Skills Lessons <b>Monday PM:</b> Vocational Taster Lessons – D & T: Horticulture, Food Technology, Textiles & Media <b>Wednesday PM:</b> Vocational Taster Lessons - Arts: Drama, Dance, Art, Music & Oracy	<b>Monday PM:</b> Vocational Taster Lessons – D & T: Horticulture, Food Technology, Textiles & Media <b>Wednesday PM:</b> Vocational Taster Lessons - Arts: Drama, Dance, Art, Music & Oracy Finance lessons
Year 9	Finance Lessons <b>Monday PM:</b> Vocational Taster Lessons – D & T: Horticulture, Food Technology, Textiles & Media <b>Wednesday PM:</b> Vocational Taster Lessons - Arts: Drama, Dance, Art, Music & Oracy	Finance Lessons Independent Living Skills Lessons <b>Monday PM:</b> Vocational Taster Lessons – D & T: Horticulture, Food Technology, Textiles & Media <b>Wednesday PM:</b> Vocational Taster Lessons - Arts: Drama, Dance, Art, Music & Oracy	<b>Monday PM:</b> Vocational Taster Lessons – D & T: Horticulture, Food Technology, Textiles & Media <b>Wednesday PM:</b> Vocational Taster Lessons - Arts: Drama, Dance, Art, Music & Oracy Enterprise Day Finance Lessons
Year 10	<b>Friday AM:</b> Vocational Options: Music Technology, Dance Leaders, Sports Leaders, Performing Arts, Horticulture	Careers session with CXK Preparation for the world of work Managing personal finance	Independent Living Skills Lessons Managing personal finance Employability skills

		<p>Employability skills</p> <p><b>Friday AM:</b> Vocational Options: Music Technology, Dance Leaders, Sports Leaders, Performing Arts, Horticulture</p> <p>In house work experience placements</p>	<p><b>Friday AM:</b> Vocational Options: Music Technology, Dance Leaders, Sports Leaders, Performing Arts, Horticulture</p> <p>In house work experience placements</p> <p>Visits to local employers</p> <p>Enterprise Day</p>
Year 11	<p>Careers session with CXK</p> <p><b>Friday AM:</b> Vocational Options: Music Technology, Dance Leaders, Sports Leaders, Performing Arts, Horticulture</p> <p>Access to Duke of Edinburgh Award Scheme – volunteering schemes</p> <p>Regular Life Skills Lessons</p> <p>Study towards AQA careers unit awards</p>	<p>Preparation for the world of work</p> <p><b>Friday AM:</b> Vocational Options: Music Technology, Dance Leaders, Sports Leaders, Performing Arts, Horticulture</p> <p>Access to Duke of Edinburgh Award Scheme – volunteering schemes</p> <p>Regular Life Skills Lessons</p> <p>Study towards Level 1 Ascentis</p> <p>Employability skills</p> <p>Managing personal finance</p>	<p>Independent Living Skills Lessons</p> <p><b>Friday AM:</b> Vocational Options: Music Technology, Dance Leaders, Sports Leaders, Performing Arts, Horticulture</p> <p>Visits to local employers</p> <p>Enterprise Day</p> <p>Access to Duke of Edinburgh Award Scheme – volunteering schemes</p> <p>Regular Life Skills Lessons</p> <p>Managing personal finance</p> <p>Study towards Level 1 Ascentis</p> <p>Employability skills</p>

Year 12	<b>Friday AM:</b> Vocational Options: Music Technology, Dance Leaders, Sports Leaders, Performing Arts, Horticulture	<b>Friday AM:</b> Vocational Options: Music Technology, Dance Leaders, Sports Leaders, Performing Arts, Horticulture	<b>Friday AM:</b> Vocational Options: Music Technology, Dance Leaders, Sports Leaders, Performing Arts, Horticulture
Year 13	<b>Friday AM:</b> Vocational Options: Music Technology, Dance Leaders, Sports Leaders, Performing Arts, Horticulture	<b>Friday AM:</b> Vocational Options: Music Technology, Dance Leaders, Sports Leaders, Performing Arts, Horticulture	<b>Friday AM:</b> Vocational Options: Music Technology, Dance Leaders, Sports Leaders, Performing Arts, Horticulture

Please speak to our Careers Leader to identify the most suitable opportunity for you.

**Premises and facilities**

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school 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 Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all students at lunch and break times.

**Approval and review**

Approved: Summer 2019

Next review: Summer 2020

Signed: Chair of Governors.....

Signed: Chair of Teaching, Learning and Assessment Committee .....

Signed: Executive Headteacher.....



## **Appendix 2**

### **Gatsby Benchmarks**

Holman, J. (2014) Good Career Guidance. London: Gatsby Charitable Foundation

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<ul style="list-style-type: none"><li>• Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</li><li>• The careers programme should be published on the school’s website in a way that enables pupils, parents, teachers and employers to access and understand it.</li><li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process</li></ul>
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	<ul style="list-style-type: none"><li>• By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li><li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li></ul>
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school’s careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"><li>• A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li><li>• Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li></ul>

		<ul style="list-style-type: none"> <li>• All pupils should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations</li> </ul>
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<ul style="list-style-type: none"> <li>• By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</li> </ul>
5. Encounters with employers and employees	Every student 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	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> </ul> <p><small>*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.</small></p>
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> <li>• By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> <li>• 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 apprenticeship providers. This should include the opportunity to meet both staff and pupils.</li> <li>• By the age of 18, all pupils who are considering applying for university should have</li> </ul>

		<p>had at least two visits to universities to meet staff and pupils.</p> <p><small>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</small></p>
8. Personal guidance	<p>Every student should have opportunities for guidance interviews with a career 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.</p>	<ul style="list-style-type: none"> <li>• Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</li> </ul>

### Appendix 3

#### Work Experience Report and Evaluation Template



#### SUPERVISOR'S EVALUATION FORM - WORK EXPERIENCE

Name of student	
Year	
Department	
Dates of placement	
Times of placement	

#### WORK SKILLS

	Score (out of 10)
Communication	
Team work	
Motivation	
Flexibility	
Time management	

#### SUPERVISOR'S COMMENTS

Any positive feedback, e.g. attendance, initiative, perseverance, work rate, ability to follow instructions, handle routine work, work with minimal support

Name	Signature	Position	Date

Work experience - my choices 1 - 5



work with  
young children



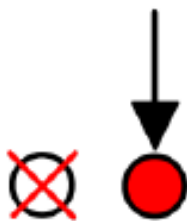
work with the  
site team



help to set up  
for lunch



do admin and  
help in SMILE



other - e.g.  
work with PE

## Appendix 4

### Example Letter to Parents

Dear Parent/Carer

#### Work Related Learning – Year 10

All Year 10 students will be taking part in work experience as part of their work-related learning. This will take place during Terms 4 and 5. All placements will be in the Cedar Federation, i.e. either Ifield School or Kings Farm. In order for each placement to be successful and for each student to reap the maximum benefit, we have considered the wants and needs of each individual. Placements have been allocated after consultation with staff and your son/daughter.

The duration of the work experience depends on the type of placement and how, together, we can best support your child. Whilst some students will be able to attend their placement independently, others will be fully supported by a member of the Ifield School staff. During the placement photographs will be taken of the student in the work environment. These, together with the completed evaluation form by the work experience supervisor, will form an important record of the placement and will be stored in your child's Achievement Portfolio.

Students will be working as a young adult in a working environment. They will be expected to conduct themselves accordingly and to focus on improving their understanding of communication, team work, motivation, flexibility and time management. The student will be expected to wear smart/casual clothing during their work experience. Please ensure your child does not wear jeans, trainers or clothing with unsuitable logos. Any protective clothing required for any particular task requiring this will be provided by the school.

Please see below for details about your child's placement. If you have any questions about the placement, please do not hesitate to contact me via the home journal.

Yours faithfully

#### Secondary School

Student	
Placement	
Date	
Times	
Lunch	
Dress code	

