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**LVS** Oxford

Learning without limits

A unique, positive education for  
Young people on the autism spectrum

## Careers Policy

### 2024-2025

**Policy Date:** 1<sup>st</sup> September 2024

**Policy Written by:** Gayle Fox

**Policy Review Date:** 1<sup>st</sup> September 2025

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young people on the autism spectrum

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## **Careers Education, Information, Advice and Guidance (CEIAG)**

LVS Oxford recognises that effective careers education, information, advice, and guidance (CEIAG) can help to motivate our students to maximise achievement whilst at school and to develop independence skills and skills for life.

CEIAG is viewed as an essential part of the whole-school curriculum for all students and not just for Year 11 students: the school aims to establish a stable careers programme from Year 7 through to Year 11 and into Post-16. As the learners at the school have a range of complex learning needs, we understand that the provision needs to be delivered in a meaningful and appropriate way for each stage of learning. This involves providing a balance between different elements of their learning, such as class-based work, work experience, enrichment opportunities and enterprise activities; all at a time appropriate to their individual stage of learning.

It is important that all students view careers as being something for everyone and that they are challenging stereotypes and understanding work in its broadest context: full-time, part-time, supported, voluntary etc.

### **CAREERS EDUCATION AND GUIDANCE POLICY**

This policy statement sets out the school's arrangements for managing the access of providers to students 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. The school's Careers Education and Guidance Policy has been developed over several years by members of the school staff, considering feedback from students, parents, employers and relevant outside agencies. In its most recent form, it links to statutory guidance "Careers guidance and access for education and training providers" updated in September 2022

#### **Aims**

The aim at LVS Oxford is to instil in all students the necessary confidence, awareness, and flexible skills to make an initial transition from education into the world of work and to subsequently continue with effective life-long career development and fulfil their potential and be successful. Careers guidance is presented in an impartial way – showing no bias or favouritism towards a particular education or work option.

#### **Intent**

- Support pupils and families to be ready for life after LVS Oxford.
- Prepare and support pupils and families to be more aware of realistic opportunities for their young people when they leave school, so they can make informed decisions about next destinations.
- Provide pupils with the opportunities to explore different work and college environments, where appropriate.
- Provide onsite and offsite work experience placements, where appropriate.
- Provide opportunities for all pupils to develop their independence, life and communication skills.

## **Objectives**

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

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 the 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 and Cover Letter Writing
- 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 in mainstream courses
- support with transition visits/meetings with new placements

## **The Gatsby Benchmarks**

The Gatsby Foundation has developed 8 benchmarks which provide schools and learners with the framework for high-quality encounters; outlining the experiences and information each learner should have access to so that they can make informed and aspirational decisions about their futures.

LVS Oxford is committed to providing all students in Years 7-14 with a programme of career activities and supporting activities. The programme has been assessed in line with the eight Gatsby benchmarks for ensuring best practice and meeting the requirements of the Department for Education's statutory guidance 2018. (We use the SEND benchmark toolkit)

### **The 8 benchmarks are as follows:**

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

Meeting the Gatsby Benchmarks is an ongoing process and detail of our current provision in this respect is shown in Appendix 1.

## Appendix 1: Gatsby Benchmarks & LVS Oxford

BENCHMARK	CURRENT PROVISION
1. A stable career programme	<ul style="list-style-type: none"> <li>• Work experience (where appropriate)</li> <li>• Individualised and group sessions</li> <li>• In-house work experience opportunities</li> <li>• Volunteering in the local community</li> <li>• Career aspirations towards employment and learning goals are incorporated into students' EHCP outcomes</li> <li>• Parents and students learn about what their Work Bases Placements involves through our 'Work Experience Guide'</li> <li>• Employer encounters</li> <li>• Workplace Experiences</li> <li>• PSHE activities</li> </ul>
2. Learning from career and labour market information	<ul style="list-style-type: none"> <li>• Use of different visuals to support learners</li> <li>• Using key web resources to explore career and labour market information including salary and employment trend data – Oxfordshire Local Skills Dashboard -</li> <li>• Support from Blenheim Palace/Fairytale Farm/Begbroke Playgroup/Soho Farm/Diamond Light Source, LVS Ascot to support placements</li> <li>• Visits to job centres</li> <li>• Activities Week</li> <li>• Talks from former students</li> <li>• Talks and Presentations from parents</li> <li>• Talks and Presentations from work experience partners</li> </ul>
3. Addressing the needs of each student	<ul style="list-style-type: none"> <li>• Impartial IAG from LVS Career Guidance Adviser</li> <li>• Networking with other providers/provision</li> <li>• Students desired employment outcome are articulated in their EHCP and outcome identified to help support their aspiration</li> <li>• Session plans and resources are differentiated based on the needs of the participants</li> </ul>

	<ul style="list-style-type: none"> <li>• We promote and support diversity in our Careers Education as we value everyone as an individual where everyone feels able to participate and achieve their potential</li> <li>• As a school, our position is the “presumption of employability” for all</li> <li>• Vocational Profiles are developed for students which document the individuals' skills, abilities, interests, aspirations and needs in relation to employment</li> </ul>
<p>4. Linking curriculum learning to careers</p>	<ul style="list-style-type: none"> <li>• Travel Training and developing independence skills.</li> <li>• PSHE and Life skills</li> <li>• The curriculum is tailored to individuals needs and learning outcomes identified in their EHCP.GCSE, Entry Level and Level 1 &amp; 2 qualifications including Functional Skills in Maths and English is taught where appropriate.</li> </ul>
<p>5. Encounters with employers and employees</p>	<ul style="list-style-type: none"> <li>• Work Experience</li> <li>• In-house work experience</li> <li>• Off-site visits and trips</li> <li>• Visits to other Colleges/placements</li> <li>• Throughout the year we invite employers/parents to give talks about the work they do to inspire the students</li> <li>• We offer bespoke and meaningful work-based opportunities through our links with local businesses across the academic year</li> </ul>
<p>6. Experiences of workplaces</p>	<ul style="list-style-type: none"> <li>• Work Experience</li> <li>• Voluntary placements where appropriate</li> <li>• In-house work experience</li> <li>• Trips</li> <li>• Students are encouraged to be active participants in the process of choosing a workplace experience</li> <li>• LVS works closely with placement providers to ensure the experience is as</li> </ul>

	<p>positive as possible and that students needs can be met</p> <ul style="list-style-type: none"> <li>• Employers provide regular and valuable feedback</li> <li>• Students are supported by LVS staff where required</li> </ul>
7. Encounters with further and higher education	<ul style="list-style-type: none"> <li>• Student transitions visits</li> <li>• College Taster Day Sessions</li> <li>• College Open Events are promoted, and parents/students are advised</li> <li>• Students are supported to enhance their skills, providing opportunities for greater responsibility and challenge, as part of ongoing career progression and development</li> </ul>
8. Personal guidance	<ul style="list-style-type: none"> <li>• Personal guidance interviews for all students with LVS Careers Guidance Adviser</li> <li>• Individual support is identified and delivered</li> <li>• Students have the opportunity for guidance interviews with the schools' careers adviser where advice is impartial and is always in the best interests of the young person</li> <li>• Support to help students identify and explore suitable options</li> </ul>

Over the next year, will be working to ensure that all 8 benchmarks are covered to offer high-quality careers education across the school. To meet the benchmarks, we will be undertaking the following activities amongst others:

- creating displays around the school to advertise the local careers market, promote pathways for Key Stage 4/5 and support the development of skills relevant to the world of work
- inviting employers and employees into school to speak to students about their careers and routes into their current employment
- encouraging students to engage with work experience opportunities
- reviewing our curriculum offer at Key Stage 4 to ensure that it links with opportunities in the local area for Key Stage 5 courses and programmes
- during each student's Annual Review of their EHCP, ensure that at least one outcome targets preparation for adulthood and the world of work

## Careers Education and Work-Related Learning

Our careers programme starts at the point of entry for all our students. This begins with students in years 7-9 being supported to consider their own personal development to help them to prepare for the world of work.

From Year 10, students are encouraged to think about the type of work area that they are interested in pursuing; at this point, they will have support to work towards their chosen pathway at Key Stage 5.

There are many strands to our careers programme:

A focus on developing transferable career skills beyond the classroom including:

- communication and interpersonal skills
- problem-solving skills and using initiative
- being self-motivated (goal setting, monitoring, persisting)
- organisational skills including reliability,
- team working and cooperative skills
- the ability to learn and adapt
- the ability to value diversity and difference
- the confidence to learn and take risks.

Creating a whole-school culture that values aspirations and working towards goals including

- delivering assemblies which develop students' understanding of key values such as respect and determination and
- becoming a school which is recognised for its restorative practices.

**A highly individualised programme of personalised learning goals including:**

- planning for the next education stage being a prominent part of Annual Review meetings and
- ensuring at least one EHCP Outcome relates to preparation for adulthood.

**Offering opportunities for students to experience the world of work including:**

- inviting past students into school to talk about their experiences beyond the school,
- offering meaningful work experience in the local community and
- inviting employers and employees to speak to students about their personal career pathways and progression

## **How we measure the impact of our careers provision**

### **Pupil feedback**

The students are the greatest source of how well our careers provision is working towards its intended outcomes. Students offer feedback in the following ways:

- Verbal feedback on a work placement or careers-related lesson
- Questionnaires after a careers-related activity
- Involvement in decisions and choices around employer visits on and off-site, making use of what they are learning from careers input they are getting
- Past students reflecting on how the opportunities and learning have supported them in their post-16 placement –email, phone calls, visits

### **Adult feedback**

Adult feedback can come from a school adult who may have supported the pupil as well as adults involved in an experience that the pupil has engaged with:

- Email feedback from external providers
- Parent/ employer questionnaires
- Teacher feedback
- Recording individual progress

We record pupil progress in careers in a range of different ways which supports the range of different ways that each pupil makes progress in this area:

- EHCP reviews
- Curriculum progress and assessment –ASDAN accreditation

### **Independent Advice and Guidance**

To ensure that students receive independent and impartial advice beyond that offered by the school, a range of supplementary activities is offered including:

- employer visits to the school
- visits to career fairs/days
- research into online information about careers education
- sharing of information from Local Authority and external sources
- vocation-themed assemblies
- individual support from an appropriately training careers advisor
- Behaviour and attendance data analysis

**LVS Oxford's Careers Guidance Adviser is: GAYLE FOX**

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