



Careers Education and Guidance Policy, including Access Statement

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Phoenix Autism Trust (PAT) - A Pathway Towards Independence and Employment
Registered Company no. 09615159 Registered Charity No. 1172227
Registered Office: 49 Bow Road, London, E3 2AD

Rationale

Our students, parents, carers or advocates require accurate and realistic information and advice on the options available to enable them when they leave college and which will meet their individual needs. We aim to give students and their parents, carers or advocates the maximum support so that, in partnership with other agencies, they can plan for successful transition from College into adult life.

The components of Careers Education and Guidance (CEG) are defined as:

- 'Careers Education provides a means of developing individuals' knowledge, understanding and experience of opportunities in education, training and employment and the skills necessary to make informed decisions.'
- Careers Guidance provides a means of helping individuals to apply relevant knowledge, understanding and skills to their own particular circumstances when choices have to be made.

In practice Careers Education and Careers Guidance are interwoven, with the College and the Careers Service working collaboratively, particularly through the Annual Review process.

All students understand that they have 'careers' that continue through life and include all aspects of their evolving experience of the world of work and the necessary Key Skills.

In this CEG policy we indicate how we structure our careers education programme and provide information and guidance to students and parents, carers or advocates at Phoenix College in order to achieve the above.

Aims

- All young people to understand the full range of opportunities available to them, to learn from employers about work and the skills that are valued in the workplace and to have first-hand experience of the workplace.
- All young people to get an excellent programme of advice and guidance that is delivered by individuals with the right skills and experience.
- Everyone to get support tailored to their circumstances. All adults should be able to access free face-to-face advice, with more bespoke support for those who most need it.
- All young people will learn through a range of work-related activities and develop key skills appropriate to the workplace and life beyond college.
- Make informed decisions now and for the future drawing on self-knowledge and by making effective use of information and guidance.
- Everyone to get the information they need to understand the job and career opportunities available, and how their knowledge and skills can help them in considering suitable careers

Objectives

Phoenix College will:

- Empower young people to plan and manage their own futures by providing appropriate careers education (with suitable resources) We will include appropriate opportunities to experience the challenges and responsibilities of the World of Work, either on or offsite.
- Respond to the needs of each learner by differentiating curriculum delivery, providing work experience that matches personal interests/abilities and use person centred planning as the cornerstone for planning for the future when students transition to adult life.
- Work closely with outside agencies such as the Tower Hamlets Careers Centre and the Social Care Transition Team to provide comprehensive information and advice to students and parents about future options and support available and ensure they know how to access/contact and use them.

- Raise student and parent aspirations by providing challenging and appropriate learning experiences, record, accreditations and celebrate student's achievements. We will plan for successful transition to employment, volunteering, supported living and other sustainable outcomes
- Promote equality of opportunity for all our students regardless of sex, race, class or disability by using resources that positively reflect our community and challenge negative stereotypical attitudes.

Young people and parents will:

- Understand their options and different paths to work and independence, to plan the steps they need to take, and to get from where they are to where they want to go;
- Be aware of the skills required to gain access to the World of Work (including travel skills) and have an appropriate and realistic awareness of the options available to them on leaving school.
- Understand their own knowledge and skills and how they can be used in the workplace;
- They should be aware of their ability to make decisions about their own lives.
- Be aware of sources of information about the World of Work and be supported to work with the school and a range of agencies to plan an appropriate progression route.
- Be inspired about new opportunities they might not have known about (or that might not exist yet), or thought they could not achieve;

Young people will learn about:

- Getting, holding on to and progressing in a job or volunteer role, whatever their age, ability or background;
- Improving their well-being through doing a job they are good at and enjoy.

Policy Procedures

At Phoenix College we actively promote equality of opportunity for all our students regardless of sex, race, class or disability by using resources that positively reflect our community and challenge negative stereotypical attitudes. The CEG programme has to be differentiated and personalised for our students to meet their individual needs. It is delivered through the Work Related Learning and Personal and Social Development curriculum, often in partnership with other agencies or providers. A range of teaching approaches are used, from discussion and research with the more able, to experiential learning and the use of symbols, pictures and materials targeted at less able pupils. We aim to raise aspirations and encourage pupils to consider a wider range of future pathways and careers.

We do this by fulfilling the Gatsby benchmarks and use this as a framework for our careers policy

1. Deliver a stable careers programme

Careers includes both education, information and guidance. Careers education helps our young people make informed choices about their next steps. Careers education forms an integral part of the curriculum at Phoenix College. Our careers programme supports students to make better decisions about their future. Our programme of activities includes:

- Opportunities across the curriculum for our young people to develop transferable life skills that support careers, employability and enterprise
- Opportunities for students to develop self-advocacy, negotiation, decision making and transition skills
- Building excellent partnerships with parents and outside agencies to ensure the best support for our young people
- Developing learner voice through classroom activities.
- Dedicated Work Skills training through World of Work.

To implement these activities, we deliver flexibly tailored curriculums. Furthermore, in line with the SEND Code of Practice (2015) we ensure that annual reviews for Education Health Care Plans focus on long term outcomes and follow the preparation for adulthood guidance.

Further Careers activities

Students participate in enterprise activities through the Work Project curriculum. They design and sell products in College and at Phoenix School termly Enterprise Fayres. Enterprise projects have included card making, concrete products for the home, candle making, and soap making.

2. Learning from career and labour market information

Post-19 at Phoenix College is a transitional time for students, all of whom will consider their future pathways.

The curriculum is entirely developed to support students to learn about potential pathways, make decisions and work towards meeting their highly personalised targets in the areas of employment, independent living, community inclusion and health.

Phoenix College uses vocational profiling to support young people to find an aspirational, yet suitable career pathway.

Students' EHCP targets are also set in order to help students work towards their aspirations. Every young person at Phoenix College will under the terms of the SEND Code of Practice (2015) take part in the yearly annual review process of their Education Health and Care Plan (EHCP)

3. Addressing the needs of each pupil

Phoenix College offers a person-centred approach to learning. The curriculum is differentiated and provides work experience that matches personal interests/abilities and uses person centred planning as the cornerstone for planning for the future when students transition from Phoenix College

The EHCP process provides opportunities to ensure all students are working towards their own aspirational outcomes for the future. All students will also undergo vocational profiling, the aim of which is to understand an individual's experience, skills, abilities, interests, aspirations and needs in relation to employment.

4. Linking curriculum learning to careers

The curriculum is fully designed to support students to work towards their next steps.

Students follow one of four pathways:

1. Pathways to Community and Life Skills (Entry 1)
2. Pathway to Workskills and Volunteering (Entry 1/ Entry 2)
3. Pathway to Supported Employment (Entry 2/Entry 3)
4. Pathway to Independence and Employment (Entry 3/Level1/Level 2)
5. RARPA evidenced based Progress and Achievement

Phoenix College ensures that students learn transferable skills across the curriculum which are linked to student development, becoming more independent and future careers. For example, students learn about money and time management through maths. They learn number skills in practical situations such as stock taking. In English they develop reading skills in the community through shopping and travel training or in the workplace. In Personal and Social Development they learn about personal hygiene and presentation and how to develop social skills, while other subjects, such as Horticulture and Travel training, link directly to employment opportunities.

In World of Work students learn work skills linked to specific areas of employment such as office skills or house-keeping. Staff follow a TSI (Training through Systematic Instruction) methodology with students to enable them to develop independence and perform tasks skills to a workplace standard. Student learning is recorded on a work related learning data base which can be used to guide future career choice or provide employers with evidence of skills.

Through the Work Project students focus on the development of work behaviours such as following instructions or following health and safety requirements whilst making products for sale in college.

At Project Search students complete accredited units in employability skills in which they learn to search for jobs, write CVs, complete application forms and present themselves at interviews. Each day interns also review their performance with peers and job coaches identifying areas of strengths and ways to improve performance.

5. Encounters with employers and employees

Phoenix College offers a range of experience programme. Student placements are person centred and are managed according to need. Students are accompanied by a job coach on all occasions.

All students will take part in differing levels of individual work experience dependant on needs:

- some gain experience through on- site placements e.g. college security, horticulture, library work, coffee cart barista, café assistant
- some gain experience through an off-site group placement e.g. farm work at Mudchute Farm
- some students participate in individual off site work experience e.g. Phoenix Blend Café, Phoenix Coffee cart, Tesco Express, Mile End Play Pavilion garden.

Project SEARCH – Phoenix College runs a Project SEARCH supported internship programme in partnership with the Queen Mary University of London and Sabre Kaleidoscope. This supported internship programme is for students in their last year of education. Students undertake three 10 week placements and are supported to find a job by the end of the academic year.

6. Experiences of workplaces

Every student at Phoenix College will leave having had multiple experiences of the work place, either on or off-site, please see section 5.

A data base tracks the hours spent by each student in a range of work placements during their time at College to support their transition to adult life and the world of work.

7. Encounters with further and higher education

Phoenix College understands the importance of 'next steps' and transitions for our students. All students should understand the full range of learning opportunities that are available to them. These includes both vocational routes, whether that be through supported internship or volunteering, or transition into supported living or social care.

Transition to adult life is a process that needs multi-agency support. The SEN Careers Advisor (Mario Kyriacou) works closely with all students and parents through the Annual Review process and will map out an action plan for career opportunities when they leave College. The Careers Advisor will observe a student in class if they are unable to contribute fully in an interview. The Careers Advisor will liaise with specialist agencies in organising visits for parents and carers. We also work with the Social Care Transition Team to provide comprehensive information and advice to students and parents about future options and support available and ensure they know how to access/contact and use them.

All pupils will have access to a number of various transition events such as

- Visits to supported living settings.
- Visits to Project SEARCH
- Visits to transition fairs
- Visits to community facilities in their local area

8. Personal guidance

Every student should have opportunities for guidance interviews, with appropriate support, with our careers adviser. These should be available whenever significant career or transition choices are being made. They should be expected for all students but should be timed to meet their individual needs.

Phoenix College works closely with the local authority careers advisor (Mario Kyriacou) who offers impartial careers advice.

The careers advisor's role covers:

- Speaking with students regarding careers ideas, qualifications, skills, experiences, circumstances and life aims.
- Helping students to explore possible options using the vocational profiling tool.
- Supporting students to understand the labour market locally.
- Referring students to any necessary outside agencies.
- Supporting students to become aware of the possible next options available to them

Our Careers Advisor meets with students and their parents prior to key annual review meetings. He also makes himself available to give advice to parents at special events such as parents meetings. Best outcomes are achieved when parents are involved in making decisions about transition planning.

The annual review process also supports students to put in place a plan of support for their future. Students prepare for their reviews by producing transition books and/or power point presentations to enable them to tell others about their ambitions and the support needed to plan for the future.

