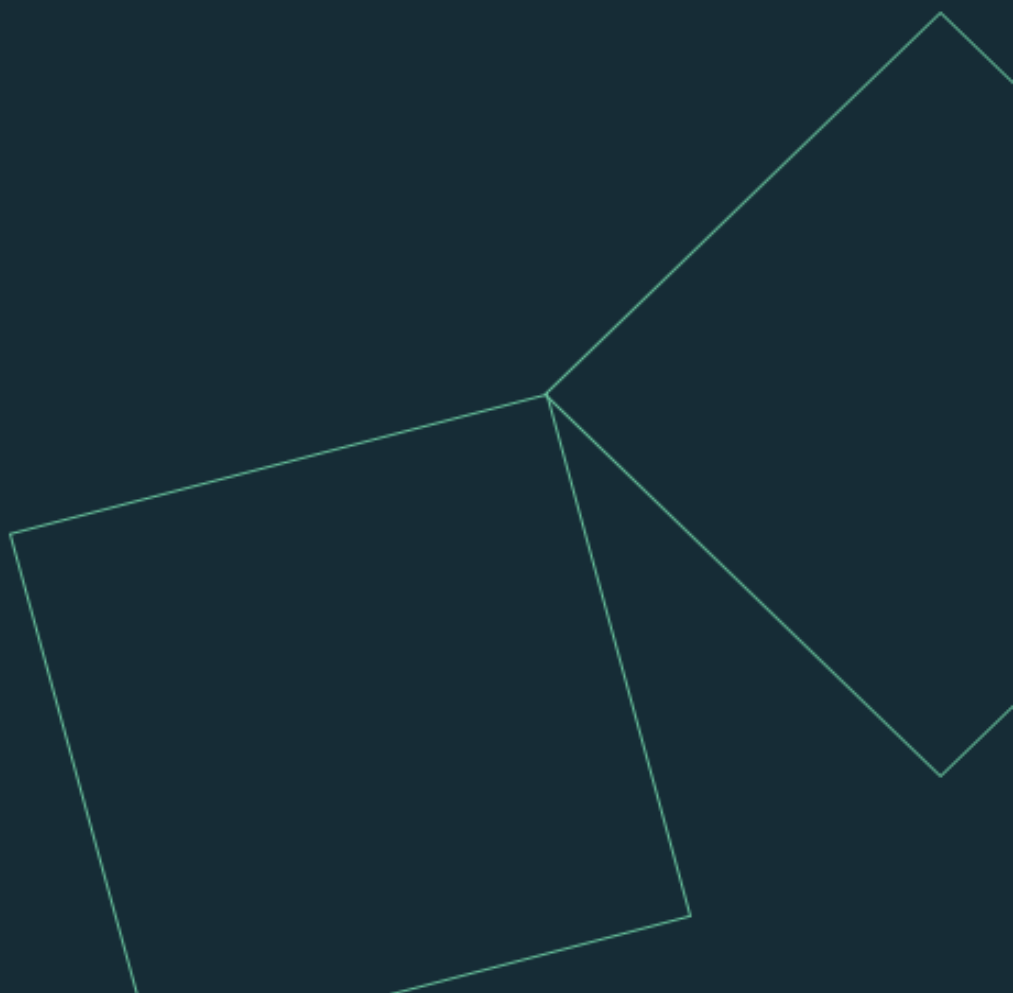
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Careers Policy



CAREERS POLICY

OPTIONS AUTISM
ORCHARD MANOR SCHOOL

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1.0 RATIONALE

Careers at Orchard Manor School aims to ensure the pupils are prepared for adulthood, in order that they leave with the right knowledge, skills and interests to support successful transition to their next stage of education, steps to employment or life journey. Our personalised approach to teaching and learning recognises the unique startingpoints and often turbulent journey the students have taken prior to attending Orchard Manor School. The focus for many of our pupils on arrival at the school is for them to feel safe, regulated, develop positive relationships, and follow routines, providing the building blocks for a successful learning journey.

All the pupils have a diagnosis of autism, many with additional complex needs. The range of ability, communication style, sensory differences, and future aspirations are vast, therefore it is imperative Careers and the Information Advice and Guidance (IAG) which is offered at OMS reflects the uniqueness of each any every child, enabling each child to start a successful pathway into adulthood and through life. This may include pathway to employment; qualifications; supported/ independent living; adult care; and community inclusion.

It is important at OMS that ALL young people are able to make informed choices at all stages of their experience and development, therefore our careers curriculum and IAG must:

- Provide up to date and accurate information
- Be presented in an impartial manner
- Develops enterprise, employment and independent life skills.
- Empowers young people to be involved in planning and managing their own future pathway
- Broaden experiences to enable informed choices
- Respond the individual needs of the learner
- Raise aspirations
- Promote equality of opportunity and challenge stereotypes
- Provide effective labour market information.
- Involves parents and carers
- Where applicable, provide advocacy to support and inform the pupils to make the most appropriate choices.

At Orchard Manor School we follow the Gatsby Benchmarks as part of the DfE Careers Strategy.

2.0 INTENT

An effective Careers programme at Orchard Manor School will provide opportunities for the young people:

- to be the central voice in creating a meaningful pathway through to adulthood, directly linked to their future aspirations;
- to provide our young people with the right knowledge and experiences needed for life after Orchard Manor.

- to develop key employability and life kills, with a key emphasis on areas linked to independent living (e.g. time management, using money, social interaction and communication skills);
- to have personalised opportunities to experience the world of work in a meaningful way;
- to broaden pupil's experiences in order to support informed choices, and to have a links with a wider and more diverse community;
- to have high aspirations for all of our students;
- to develop enterprise and employment skills within their curriculum and personal development programmes;
- to investigate and implement career/post school prospects.
- to prepare for adulthood, by focusing on acquiring life skills specific to their needs;
- to develop the capacity to learn and work independently and collaboratively.

Through the provision of rich and varied activities, we aim to:

- provide opportunities to learn about and name things outside of their everyday experiences; developing the vocabulary (signs, words, symbols or objects)
- encourage participation in continued learning including further education and higher education where appropriate;
- have access to up to date to labour market information;
- support inclusion, challenge stereotyping and promote equality of opportunity;
- develop student's social interaction skills and opportunities to interact with a diverse range of people in and across community groups;
- develop an understanding of the roles/jobs of key people who will be part of their adult life (e.g. hairdressers, doctors, shopkeepers). This plays an important role in safeguarding and protecting the young people as they become adults;
- encourage the best possible progress and the highest attainment for all pupils;
- enable pupils to make connections across different areas of learning;
- help pupils to think and work creatively and solve career-related problems;
- develop pupils' enable pupils to respond positively to opportunities, challenge and responsibility with the appropriate IAG;
- enable pupils to acquire and develop a broad range of transferable employability skills, knowledge and understanding to equip them for the working world or their personalised pathway.

Each young person will have a personalised file dedicated to careers which will show their journey so far towards their pathway through to adulthood.

3.0 IMPLEMENTATION:

Careers Education and guidance is an important component of the curriculum at Orchard Manor School, and we fully support the statutory requirement for a programme of careers education. Young people have access to a careers programme that is delivered as a stand-alone lesson within the weekly timetable for young people following our Formal 'My Future' (Leaves) pathway.

Our careers curriculum givesyoung people the opportunity to explore a range of careers possibilities, qualifications routes and learning paths.

All pupils have careers portfolios at the appropriate juncture in their school experience. The implementation and delivery of careers at Options is focused on the following key areas:

- Employability and Independence skills (time management, handling money, organisation skills, making choices, communication and interaction skills)
- Work experience (inside and outside school)
- Enterprise
- Aspirations (including interests, widening experiences, further and wider education opportunities)
- Communities (different people and jobs)

Our personalised curriculum means that the pathway to adulthood and career development will look different for each student, with each child focusing on different elements at different points in their learning. Progress and coverage will be monitored using evidence for learning, linking evidence to the key areas highlighted above. Students will also have the opportunity to create a personal careers file, which should include: up to date student profile including key information about their interests, strengths and aspirations; details of work experiences (contracts, risk assessments) and qualifications gained; and evidence collated in relation to the focus areas listed above.

Work Experience

Aim of Work Experience:

- To enable the development and learning of young people
- To provide young people with records/documents to provide evidence of their experience
- To provide young people with direct experience of the world of work
- To give young people the experience of relationships, routines and processes that are part of a working environment
- To develop work related skills
- To contribute towards approved vocational and academic qualifications where necessary
- To prepare young people for adult and working life
- To encourage young people to widen their horizons by viewing work experience as an opportunity to sample non-traditional areas of work
- To prepare young people by discussing equal opportunities
- To make clear the roles and responsibilities of all involved in work experience
- Work experience can provide an excellent opportunity for young people to develop an understanding of what an employer will expect of them and so enhance their employability
- Various patterns and length of work experience placements need to be flexible to ensure that the learning needs of our young people are met.
- The work will be appropriate to the pupil's capabilities.
- There will be an appropriate level of supervision provided throughout the placement.
- Placements are assessed for risks and insurance checked

In most cases work experience placements will be supported by our school staff. There are also work experience opportunities for pupils onsite including our onsite bistro, school kitchen and maintenance team. Records of student progress will be logged on Evidence for Learning and in pupil's careers portfolios.

Roles and Responsibilities of The Careers leader, Teachers and Teaching Assistants.

The **Careers Lead** will ensure that:

- that all statutory elements of the curriculum are met;
- the amount of time for teaching the curriculum is adequate and reviewed annually;
- a positive learning culture in which all children believe that they can succeed is promoted in school.
- there are high standards of teaching and learning;
- the school is compliant with legislation and to enable an annual evaluation of Careers within the school;
- the guidance is followed in line with an annual appropriate careers audit using the Gatsby career benchmarks and update when necessary throughout the year;
- they attend the termly Careers Leader conferences in order to gain ideas and network amongst other schools;
- annual audits are completed to monitor achievement of benchmarks and quality of careers learning;
- pupils have access to a deep learning careers week;
- appropriate accredited courses are followed where applicable;
- pupils have the opportunity for individual, impartial careers guidance interviews with experienced staff at key decision points;
- subject resources are kept up to date and available for all staff;
- teaching of careers is relevant across all stages in school;
- pupils have access to encounters with a variety of employers and businesses;
- relevant FE providers have access to pupils from year 8 to 11 to inform them about the varied career options open to them and courses and qualifications they offer and what each option entails.

Class teachers must ensure that:

- pupils gain an understanding of the world of work and will understand their entitlement to continued learning in a meaningful way;
- pupils know and understand how to access sources of career/post school information and decision-making support;
- each pupil has a careers portfolio which is kept up to date;
- gather evidence in relation to key areas of the career's curriculum;
- pupils have access to a variety of opportunities in investigating other careers, e.g. self-employment;
- pupils have an awareness of a variety of paths that they can follow in order to achieve success in a chosen employment area.

EQUALITY AND DIVERSITY

Careers education is provided to all pupils and provision is made to allow them to access the curriculum. Pupils are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All pupils are provided with the same opportunities and diversity is celebrated.School staff have excellent knowledge of our pupils needs and can tailor our approach in line with EHCP needs.

Focus is about introducing careers and thinking about the vast number of careers and positive outcomes available. How a business runs, qualities and skills that employers look for, rights and responsibilities in the world of work and community contributions made by all citizens.

EXPERIENCES OF WORK

This focus is on providing opportunities for all our pupils to have an experience of work that is appropriate for them. While some will be able to undertake work experience outside school, others will experience work within the school, due to their vulnerability and increased risk, and this can be part of projectwork in vocational subjects. There will be opportunities for pupils to participate in enterprise activities during the school Enterprise and/or Money Week. The school will facilitate where appropriate visits to employers to introduce possible careers for pupils and invite people both with and without disability into school and speak to learners about their role in society and the contribution they make.

4.0 IMPACT

MONITORING, REVIEWING AND EVALUATION

Careers Education is monitored and evaluated annually via the Careers Coordinator. Careers Guidance is monitored and evaluated annually through discussion with key staff and pupils and appropriate observation of activities by the Line Manager.

The programme is reviewed annually by the Careers Coordinator and his/her SLT. Changes and improvements to the programme are entered into the Subject Improvement Plan (SIP), and where appropriate the School Development Plan, along with timescales for completion.

When reviewing the programme, the School Development Plan (SDP) is used to ensure that the Careers provision is fully supporting whole school aims.

Policy Reviewed by: Paul Sanderson September 2026

The policy was developed and is reviewed every 2 years by the Careers Coordinator and his/her Line Manager based on current good practice guidelines by DfE/Ofsted, CEG Framework.