

Stone Bay School

Rationale:

Stone Bay School provides education for learners aged 4 - 19 who have a diagnosis of Autistic Spectrum Condition (ASC) and associated learning and communication difficulties.. Our CEIAG (Careers Education, Information, Advice and Guidance) curriculum builds upon the foundation of learning and experiences that students encounter during their time with us. Our curriculum is both innovative and progressive in addressing the government's 2018 statutory guidance, through providing our learners with not only in school experience such as enterprise, jobs in a community lesson, and visits to the local community but also developing lifelong skills to assist students in the world of work and vocational skills (whether that be supported employment or in further education). We ensure that this is achieved through personalised work experience placement in secondary and sixth form.

Aims and Objective:

This guidance 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. The governing boards of maintained schools have a statutory duty to ensure that all registered pupils are provided with independent careers guidance from years 7 to 14. Stone Bay School aims to provide a broad, balanced, diverse and differentiated CEIAG curriculum which is challenging, creative and fun for students. Throughout learning, we aim to facilitate learner's acquisition of knowledge, skills and qualities which will help them to be more suitably informed about their choices and potential after leaving Stone Bay School, to have the tools and skills to have a career whether that be supported or not, and to aspire to continue in education or develop in the workplace.

Mock Interviews and CV writing:

Pupils within Key Stage four and five will have the opportunity to receive independent careers advice with EBP Kent , with respect to CV writing and interview technique as well as mock interviews. These are completed by an independent partner who offers a whole day of activities that reinforce lessons and skills taught during world of work lessons.

Enterprise activities:

Students have Enterprise experiences. These are small businesses that are run by a class or a number of classes. The profit from these small enterprises are usually reinvested into the class in the form of an end of year trip or experience. Businesses are wide ranging: Christmas cards, breakfast cafe, car washing and Christmas crafts and the school cafe.

Assessment:

Assessment in CEIAG is based around ASDAN "My Independence" modules.

Opportunities

KS3

- Job and industry encounters
- Classroom lessons on skills and interests
- Functional skills lessons understanding what jobs are for and introducing concepts of making money and budgeting where appropriate
- On- site work related learning activities such as classroom jobs and responsibilities
- Visits to local businesses

KS4

- First off-site work experience placement in local business or charity
- Continued classroom and on-site work focussing on CV's, applications, interviews and behaviour where appropriate
- Education, Health & Care plan Transition Review
- Working together with students and families to identify aspirations and goals for the future
- On site work related learning activities.

KS5

- Take part in a CV and Mock interview workshops
- Learn about the world of work from visiting speakers
- Meetings with careers professionals at school.
- Work Experience
- Supporting students with transition from school to appropriate further education
- Business Enterprise opportunities.

The Gatsby Benchmarks and Stone Bay School

The following table outlines the delivery of the careers programme against the Gatsby Benchmarks.

| Gatsby Benchmark | Requirement | Evidence |
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| 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"> • A programme within the ADSAN “My Independence” <p>The programme will be evaluated and assessed yearly with feedback from pupils, parents and teachers as part of the evaluation process. Moderation of ASDAN modules will form part of the evaluation</p> |
| 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"> • Pupils will have visits from professionals: police, fire brigade, lifeguards, RNLICareers focussed area in the classroom – updated yearly. • Links with Parents provided with appropriate information regarding careers education and opportunities on future placements discussed during EHC reviews. |
| 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"> • Throughout the Year staff actively seek to challenge stereotypical thinking and raise aspirations. • Where appropriate the school seeks to provide opportunities for pupils to take part |

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| | | in activities that will enable them to find out more about careers |
| 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. | Enterprise opportunities. <ul style="list-style-type: none"> Year 7 -14 ASDAN units of work on career paths and future job opportunities. Christmas showcase – pupils create products to sell on a stall to raise money for the school. Business Enterprise schemes- cafe, car washing, breakfast baps, school allotment. |
| 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"> Pupils meet with Fire Service, RNLI, Lifeguards and police colleagues if available. Advice from teachers regarding careers in assemblies and in classrooms |
| 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"> From KS4 some students have the opportunity to undertake off-site Work Experience placements for half a day per week. From KS3, students are given the opportunity to undertake Work Related learning sessions through the Business Enterprise schemes. |
| Encounters with further and higher education | All students should understand the full range of learning opportunities that are available to them. This | <ul style="list-style-type: none"> Close links with local specialist colleges and training providers are |

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| | includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace | discussed at EHCP reviews. <ul style="list-style-type: none"> Some students will have the opportunity to visit post 16 providers- local colleges. |
| Personal guidance | 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. | <ul style="list-style-type: none"> An independent Careers Advisor visits the school twice yearly - KS3,4,5. Through the ASDAN programme, careers advice and job opportunities are discussed. Transition EHCP reviews will have a focus on opportunities for post 16/19. |

British Values

At Stone Bay School we reflect on British Values in all we do. We encourage our young people to be open minded and independent young people. We encourage creativity and strive for our students to be respectful of others.

SMSC:

Spiritual, Moral, Social and Cultural Education form a cornerstone of all lessons. We seek to teach these qualities across the curriculum and throughout school life in the hope that these pupils go on to participate fully and contribute positively to life in modern Britain. It is linked closely to our school values and ethos. Through the use of discreet PSHE lesson as well as interviewing these values in to our curriculum we achieve our SMSC goals by encouraging and guiding students to:

- Be reflective about beliefs, values and more profound aspects of human experience, to enable them to use their imagination and creativity and develop curiosity in their learning.
- Develop and apply an understanding of right and wrong in their school life and life outside of school.
- Take part in a range of activities requiring social skills Develop an awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability.
- Where appropriate, gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training.
- Overcome barriers to learning.

- Respond positively to a range of artistic, sporting and other cultural opportunities provided by the school
- Develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain.
- Understand and appreciate the range of different cultures within the school and further afield as an essential element of their preparation for life.

Equal Opportunities:

We believe all learners should have equal opportunities and equal access to the curriculum. Equal opportunities are addressed as follows:

- Learners with special educational needs have access to the curriculum through the use of differentiated learning strategies and tasks. These are based on individual needs.
- Specific learning and teaching strategies are used to maximise access to the curriculum for learners with barriers to learning.
- Resources and planning aim to reflect our multicultural society.
- Gender equality is promoted by ensuring that both young men and women have access to all aspects of the curriculum.
- Opportunities to address issues of gender and race are provided through discussion, texts and resources.

Rights of the Child:

This guidance is in accordance with the UN Convention on the Rights of the Child.

- Article 23 Children with Disabilities – You have the right to special education and care if you have a disability, as well as all the rights in this convention, so that you can live a full life.
- Article 29 Goals of Education – Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.
- Article 31 (Leisure, play and culture) - Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

Mutual respect:

- School assemblies address what respect means and how it is shown.
- Displays around the school promote respect for others and this is reiterated through our classroom charters, as well as our Behaviour Policy.
- Both in and out of the classroom students are helped to acquire an understanding of, and respect for, their own and other opinions, cultures and ways of life.
- Staff and students are encouraged to challenge prejudicial or discriminatory behaviour.

Democracy:

- Election of School Council.
- Informal voting within lesson and form time.
- The principles of democracy are explored in the whole curriculum e.g. taking turns, sharing and collaboration.
- School council is established.

- Weekly Achievement assemblies.

Assistant Head for Upper School.

Louvain Scott

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