Our vision is that all pupils at Littlegreen Academy will grow to be confident adults who communicate well, so that they can live healthy, happy, and successful lives

CAREERS, EDUCATION, GUIDANCE AND PROVIDER ACCESS STATEMENT

Scope:	**Academy Policy**
Author:	**Assistant Principal**
Name of Responsible Officer:	**Chief Executive Officer**
Approving Committee:	**Board of Trustees**
Statutory Basis:	**Statutory Policy**
Requirement to publish on website:	**Academy**
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Review Period:	**Annually**
Review date:	**January 2027**

Aims

At Littlegreen Academy we aim to raise aspirations, challenge stereotypes, encourage and support pupils with their families and the multi-agency team to consider their options Post 16 using the careers education, information, advice and guidance (CEIAG). Pupils will be encouraged to make the most of their talents and to continue their education Post 16. We aim to ensure a high quality of vocational and careers education for our young people with special educational needs, to be delivered in a meaningful and appropriate way for their needs and circumstances. Through person centred planning, with the Education, Health and Care Plans at the centre, we support our pupils to articulate their aspirations for adult life.

We aim for our pupils to:

- Develop a broad understanding of the world of work and an ability to respond to changing opportunities.
- Develop research skills so that they can make good use of information and guidance.
- Develop and use their self-knowledge when thinking about and making good choices.
- Develop their understanding of employability skills and how to enhance these and evidence them at interview and discussions with Post 16 providers.
- Encourage social mobility through personalised independent challenges and making informed choices.

Statutory requirements and recommendations

The careers provision at Littlegreen Academy is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997.

This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

- be impartial
- include information on a range of pathways, including apprenticeships
- be adapted to the needs of the pupil

In addition, the academy is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document, under Provider Access.

Baker clause. Technical and further education.2017

Commitments

The Governing Body and staff are committed to:

- The provision of resources and advice to enable pupils to understand and develop career choices and to ensure that careers education is seen as part of the overall curriculum and learning frameworks for all years.
- Encouraging pupils to achieve and be ambitious.
- Involving pupils, parents and carers in the further development of careers work.
- Working with outside agencies so that no pupil is disadvantaged in gaining access to education, training or work.

Provision

Careers education includes both education and guidance. Careers education helps our pupils develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into college or work. Through guidance, pupils are able to use their knowledge and skills to make decisions about learning and work that are right for them.

Careers Education is delivered through a cross curricular approach and specifically through the RSHE curriculum.

Year 7 and 8	Pupils focus on developing their self -awareness, identifying their strengths, their skills and their areas for development. Pupils begin to explore the world of work through their RSHE lessons as well as through visitors coming into school and visits into their local community
Year 9	Pupils consider their longer terms aspirations for the future and express this through their Education, Health and Care Plans at their transition reviews. This sets the structure and plans for the next key stage.
Year 10	Pupils take part in a personalised plan through which they develop a full understanding of their strengths and interests as well as their ability to communicate their views and make considered choices. Pupils can enrol in first year technical skills accredited courses; courses are attached to Chichester College Hub .Pupils experience college life as well as access the courses over a two-year transition. Pupils can take part in work related learning through on-site work experience activities, enterprise projects and community projects.
Year 11	Year 11 take part in the 2 years college programme described. In addition, they have opportunities to engage in off-site work experience placements as appropriate. They spend year 11 gaining qualifications to progress to a recognised accreditation. , gain an understanding of opportunities available Post 16 and be supported in preparation for transition into fulltime college or Apprenticeship.

An annual careers opportunity evening for year 9 pupils and their families to attend. It is held at Chichester College Hub with representatives from a wide range of providers from a range of vocational areas attending.

Individual careers guidance takes place on a one-to-one basis and is delivered by an impartial careers' advisor through Progression Plus and Chichester College and West Sussex providers. All pupils will have had at least two careers guidance interviews with a significant number receiving follow up interviews to support their decision-making process. All staff are encouraged to support careers guidance by encouraging pupils to continue their education Post 16 to consider pathways to future careers and raising students' aspirations.

Equal Opportunities

We are keen to promote equal opportunities and try to use every opportunity to challenge stereotypes and to raise aspirations. The destinations of our leavers are closely monitored and visiting speakers reflect a diversity of backgrounds.

Monitoring, evaluation and review

The careers programme is monitored regularly against the Gatsby benchmark, this benchmark is used an evaluation tool, annual reviews are amended accordingly. Pupils' opinions are actively sought as well as the views of different stakeholders.

Leadership

A member of the academy's leadership team has direct responsibility for the leadership of CEIAG and the careers education programme

Provider Access and Opportunities for Access

Introduction

This policy statement sets out the academy's arrangements for managing the access of providers to pupils at the academy for the purpose of giving them information about the provider's education or training offer. This complies with the academy's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

We are committed to providing impartial information, advice and guidance to all pupils about next steps and options for the future. Our careers advisor in our academy offers pupils and their family's advice and guidance on their future and Post 16 options when our young people leave Littlegreen Academy.

Access to work experience co-ordinator.

All pupils in years 7 to 14 at Littlegreen Academy are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities, as part of our careers programme which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- 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 Jo Howard, Assistant Principal.

jo.howard@littleacademy.info

Year 7	***Opportunities for access include.***	***We do this by.***
	Engaging in opportunities to explore the local community. *Visits that involve travelling to cities /diverse culture experiences.* *Providing opportunities to meet and find out about careers from stakeholders.* *Through events, IT based or face to face interactions.* *Delivering career development in plans on a weekly basis.* *Inspiration from past pupils – Leavers assemblies* *Modelling expectations from Uppers school pupils who attend college.* *Special days that mark careers and apprenticeships.* *Values based on work & careers.*	*Character & Culture curriculum embraces understanding diversity & inclusion.* *Chichester college bought to life' A programme that informs pupils of offers.* *Platforms for celebration through – Human library & Outside providers.* *Modelling behaviour in attitudes to college experiences.* *National Apprenticeship week* *STEM week* *Careers week.*

Year 8	Tutor group opportunities, apprenticeships, Skills for life. Curriculum in careers-based activities. Cultural experiences through PHSE & Character and Culture Curriculum. *Providing opportunities to meet and find out about careers from stakeholders.* *Through events, IT based or face to face interactions.* *Delivering career development for Careers week.* *STEM based initiatives .* *Inspiration from past pupils – Leavers assemblies*	*Future you' evaluations on Compass careers site.* *STEM workshops at Chichester college.* *Shaping Portsmouth & Greenpower.* *Transition buddies , college visits. Celebrations at lunchtime.* *Alumni*

Year 9	*Tutor group opportunities – skills for life.* *Compass evaluation programmes for assessment.* *Careers development through the Gatsby Benchmarks & DUTCU , a unique work experience programme.*	*Career development programme using the Education Health and Care Plan* *Regular interactions with College – Progression plus & Built by You initiatives.* *Career spotlight, careers development.* *Taster day's enrolment introduced for college provision.* *Compass Enterprise schemes , supported by the West Sussex Hub.*	*Visits / interactions within the community.* *Work based interactions within the community.* *Travel options.* *KS4 career events.* *STEM initiatives. Goodwood & Greenpower Shaping Portsmouth Transition programme.*	
Year 10	*Tutor group opportunities – life skills and employability skills* *Tutor group opportunities – skills for life.* *Compass evaluation programmes for assessment.* *Careers development through the Gatsby Benchmarks & DUTCU , a unique work experience programme.* *Class meetings with independent careers adviser to develop relationships and understand needs* *Tutor group opportunities – skills for life.*		*Visits to workplaces in the local community* *1:1 meeting with independent careers adviser to discuss options as part of annual review process* *Taster days for college provision enrolment.* *Taster days with college provision.* *Opportunities for school-based work experience.* *Visits interactions within the workplace.* *Taster days with college provision.* *Enrolling in the technical skills course at Chichester College 2-year fully accredited part time course.* *Independent careers advice options suggested for Annual review.* *Visits to FE providers.*	

		Local community contribution – ASDAN
Year 11	*Tutor group opportunities – life skills and employability skills* *Networking event with providers and employers at Parents Evening which pupils may attend* *1:1 meeting with independent careers adviser to discuss options as part of annual review process.* *Tutor group opportunities –* *skills for life.* *Compass evaluation programmes for assessment.* *Careers development through the Gatsby Benchmarks & DUCTU a unique work experience programme*	*Visits to workplaces in the local community* *2nd year taster days continued for college provision.* *Visits interactions within the workplace.* *Preparation for follow on courses to be arranged.* *Applications /interview completed for post – 16 courses.* *Alternative providers considered. Sand Project , Worthing College.* *Interviews arranged through college provision.* *Independent careers advice options suggested for Annual review.* *Visits to FE providers.*

		Local community contribution. *Introduction to Apprenticeship , Work experience.*

Premises and facilities

The academy will make the main hall, classrooms or meeting spaces available for discussions between the provider and students, as appropriate to the activity. The academy will also make available 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 leadership team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with Jo Howard, Assistant Principal. This will be made available to pupils and families as appropriate.

Safeguarding

Our safeguarding/child protection policy outlines the academy's procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this

policy. **Links to other policies**

- *Child Protection and Safeguarding Policy*
- *Curriculum*

Monitoring arrangements

The academy's arrangements for managing the access of education and training providers to pupils is monitored by Jo Howard, Assistant Principal.

This policy will be reviewed by the principal, annually. At every review, the policy will be approved by the Board of Trustees.