

Careers, Education, Information, Advice and Guidance Policy

Name of Policy	CEIAG Policy
Policy Written by: Simon Hancox	Review cycle: 2 years Next review date: September 2027
Signed by Head of Service	Name: Simon Hancox <i>Simon Hancox</i>
Agreed by Supported Employment Team Leader	Name: Amie Brown <i>Amie Brown</i>

1. Statement of Intent

The Department for Education SEND Code of Practice 2015 states that it is important that young people should start to think about their aspirations as early as possible and should be helped by educational establishments to plan for a successful transition to adulthood. At Transition2 we uphold the mantra 'Skills for Work, Skills for Life' and work closely with learners and their Circles of Support to ensure that the aspirations and potential of each learner is carefully assessed, monitored and achieved. We work alongside learners and their families to support them to prepare for their next steps towards a meaningful adult life.

Our learners face decisions about their futures that include work, but also how they would like to be supported, services they need to access and living options. Learners have the opportunity to explore different aspects of careers and employability throughout their curriculum and alongside working with others in the community.

2. Aims

Transition2 provides a robust Careers and Employability programme as part of its vocational learning offer which aims to:

- Deliver a personalised, broad, and balanced careers and employability curriculum that offers meaningful learning experiences, supporting preparation for adulthood and progress towards each learner's individual EHCP outcomes.

- Integrate the development of skills that promote careers, employability, and independent living.
- Offer both internal and external work-related experiences as part of its 'World of Work' Pre-Supported Internship and Supported Internship programmes, giving learners opportunities to engage with employers, gain insight into valued workplace skills, and experience real work environments.
- Support learners and their families to explore the full range of available pathways, engage in informed decision-making, and access current, impartial, and flexible information, advice, and guidance tailored to each learner's needs and aspirations.
- Ensure learners have timely access to impartial careers information, advice, and guidance through both internal and external sources.

3. Roles and Responsibilities

This policy document outlines the responsibilities of staff with regard to careers, education and employability. In this section, this is broken down into further detail for each group/individual within Transition2:

- **Senior Leadership**
 - I. Transition2 delivers structured Careers and Employability programmes that have the explicit backing of the Senior Leadership Team.
 - II. A named member of Senior Leadership has designated responsibility for Careers and Employability.
 - III. The Head of Service ensures that Careers and Employability policies and procedures are fully implemented and followed by all staff, including supply staff and volunteers.
- **Careers Team**
 - I. Transition2 has designated roles with responsibility for careers and work experience and ensuring all learners have a tailored learning programme preparing them for employability/adulthood.
 - II. Staff with designated roles are appropriately qualified/trained and ensure that impartial careers education and employability is embedded across the curriculum in addition to delivery through discrete learning activities.
 - III. The Careers Team ensures that learners have the opportunity to hear from a range of local providers about the opportunities they offer including; further learning in mainstream colleges and other independent specialist colleges both locally and nationally, employers, supported internship providers, volunteering options, community activities and support available through health and/or social care.
 - IV. Named contacts for careers and employability are provided on Transition2's website for stakeholder contact.
- **All staff**

- I. All staff and volunteers at Transition2 are aware that they have a very important role to play in delivering Careers and Employability skills as part of the Preparation for Adulthood Curriculum.
 - II. Teaching approaches are used which help learners develop transferable skills for employment including; working as autonomously as possible, organising thinking, following Systematic Instruction, team work, communication skills, meeting deadlines, persisting and being reliable.
 - III. Tutors and support staff work alongside colleagues with designated responsibility for careers and work experience to ensure that all learners have appropriate transition plans in place.
 - IV. In addition to providing advice on careers, education, and employment, Transition2 staff also offer information, advice, and guidance on other key areas of Preparing for Adulthood. This includes sharing up-to-date local intelligence on service providers, community networks, and events relevant to the SEND community
- **Learners**
 - I. Learners are made aware of the importance of careers and employability and are encouraged to be open to working with Transition2 staff and external colleagues to prepare for their adulthood pathways.
 - II. Learners are responsible for following health and safety guidance in the workplace.
 - III. Parents/carers are made aware of and have an understanding of Transition2's offer with regard to Careers and Employability by publishing details of the programme on the College website and information leaflets.
 - **Parents/Carers are asked to:**
 - i. Take an active role in discussions about careers, future ambitions and employability/options for independent life.
 - ii. Support engagement with learning that will, in turn, support wider employment/life options.
 - **Employers**
 - I. Employers are responsible for complying with the necessary legislation and risk assessments/Health and Safety advice from Transition2 for learners on work experience/Supported Internship placements.
 - II. Employers partnering with Transition2 on Supported Internship programmes sign the Transition2 Partnership Agreement and commit to upholding its principles.

4. Legislation and Guidance

This policy reflects the Government's requirements for education providers to ensure that all learners are provided with an excellent programme of careers education, information, advice and guidance (CEIAG). Provision is developed using best practice principles and is fully aligned with relevant legislation and guidance including the following:

- Skills for Jobs: Lifelong Learning for Opportunity and Growth (January 2021)
<https://www.gov.uk/government/publications/skills-for-jobs-lifelong-learning-for-opportunity-and-growth>.

- Careers guidance and access for education and training providers (updated October 2018) <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>.
- Careers strategy: making the most of everyone's skills and talents (December 2017) <https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>.
- Special educational needs and disability code of practice: 0 to 25 years (January 2015) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.
- Gatsby Benchmark for Good Careers Guidance (2014, updated 2024) www.gatsbybenchmarks.org.uk

Transition2 works in close collaboration with colleagues from Derby City Council's Employment and Skills team, as well as Derby Adult Learning Service, as part of the Learning, Inclusion and Skills department within People Services.

5. Transition2's Career and Employability Offer and the Gatsby Benchmarks

The fast-changing world of work puts an ever-greater demand on education providers to support young people in making a successful transition from education to employment. We know that all young people face challenges in finding employment, but for young people with special educational needs and disabilities, finding a job is even more complicated.

The Gatsby Charitable Foundation has developed a clear blueprint of what good careers provision looks like through eight benchmarks. The eight Gatsby Benchmarks are based on best national and international research and define all the elements of an excellent careers programme.

Transition2 is committed to ensuring that its CIAG programme is centred on the eight Gatsby Benchmarks which helps ensure that our programme offers high quality careers and employability provision. These are as follows:

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

www.gatsbybenchmarks.org.uk/send

6. Transition2 Careers and Employability: The Offer

At Transition2 we provide an extensive Careers and Employability Offer which includes the following elements:

A. Careers Guidance

- All learners are offered the opportunity of a one-to-one impartial guidance interview with qualified CIAG Officers in the Autumn term. This may be with an internal or external CIAG Officer based at Friar Gate Studios Skills Centre. Where it is not appropriate to conduct guidance interviews directly with a learner, interviews are offered to parents/carers.
- All learners transitioning from Transition2 who do not have clear transition plans in place are offered an additional guidance interview at the beginning of the Summer term. Where it is not appropriate to conduct guidance interviews directly with a learner this support is offered to parents/carers.
- Careers guidance is delivered by appropriately qualified and experienced members of staff- internal and/or external.
- All learners complete Vocational Profiles with the help of skilled/trained staff which helps them identify what employment options they are interested in, why and what skills they need to gain in order to access employment.
- Learners and/or their parents/carers take part in annual EHCP review meetings where discussions take place around plans for the future and support systems are put into place.
- Interagency collaboration is encouraged as part of the EHCP review meeting process and other professionals working with the learner are invited to take part e.g., social workers, LA representatives, Health colleagues.

B. Employability Curriculum

- Transition2's employability curriculum includes English and maths Functional Skills at the appropriate level. English and maths is split between classroom learning and embedded workplace learning. This places English and maths learning into meaningful contexts for our learners, such as time, money, problem-solving, preparation for employment. Some learners will be exempt from maths and English classroom sessions due to having already attained Level 2 qualifications and/or following a triangulation process whereby an exemption can be made.
- Functional Skills English and maths sessions are delivered on-site at Transition2 by qualified tutors.
- The links with employability skills and preparation for employment is explicit in the teaching, planning and approach.
- Transition2 maps learners' progress against a set of work based competencies within subject 'Curriculum Webs' and performance is measured on Earwig, a secure, cloud-based learning and assessment tool. Key employability skills mapped are: Communication at work; Time management and punctuality; Problem solving; Team work/interpersonal skills; Travel to work; Emotional intelligence, empathy, being caring of others, personal wellbeing; Perseverance, motivation and coping with problems; Organisation; Strong work ethic (including respect in the workplace; dressing appropriately; being willing; continuing to learn); Confidence; Work Experience and more. These skills may be developed in any or all sessions the learners complete – with the core purpose of ensuring that the College is systematic in its focus on delivery of a curriculum that enables learners to develop the core skills they need in employment.
- Transition2 offers an Enriched Independent Travel Training programme embedding travel training, skills for independence and social skills across the whole curriculum.

- Transition2 delivers wellbeing, relationships, and self-management education tailored to all learners through the Thrive framework, focusing on strategies for self-management, building self-efficacy, and developing confidence

C. Work Experience

- Transition2 employs a Supported Employment Team Leader who coordinates internal/external work placements and supported internships.
- The Supported Employment Team Leader liaises with Transition2's Curriculum Lead, employers, carries out risk assessments, and provides relevant paperwork to ensure young people undergo meaningful employment opportunities and are supported effectively.
- All learners will have completed at least one experience of a workplace before they leave Transition2. To meet the needs of individual learners, Work Experience includes external and internal opportunities and work place visits.
- For learners with complex disabilities and learning difficulties, work experience is responsive to their individual contexts and aspirations with a focus on expanding awareness of the world of work.
- All learners on Work Experience will be placed in a safe and healthy working environment so far as is reasonably practicable by taking the following measures:
 - Health and safety checks.
 - Placements signing a partnership/workplace agreement.
 - Ensuring that Employers Liability insurance is in place and in date.
 - Employers are given relevant information about the learner - consent is gained from the individual learner and parents/carers to provide medical, personal or other sensitive information.
 - Placements are monitored through staff visits and workplace reviews.
- Learners are provided with a means of completing a record of the tasks, progress, achievements and challenges of their placement.

D. Supported Internship/wider employability opportunities

- Learners take part in enterprise lessons/learning as part of their 'World of Work' Pre-Supported Internship. This programme focus on key employability/Preparation for Adulthood skills e.g., team work, communication and interaction, relational development.
- In addition to the 'World of Work', Transition2 also offers flexible Supported Internship programmes with local employers.
- The World of Work and Supported Internship programmes both run for three days a week. An additional half day is required for classroom based English and maths for learners.
- Transition2's Head of Service chairs the Derby City Supported Internships Forum, a collective of Supported Internship practitioners working closely with employers to improve the range and quality of Supported Internship programmes with a view to a segue to paid employment.

7. Monitoring and Review

- EHCP Annual Reviews.
- Transition2 Team Meetings.
- Quality assurance as part of Teaching and Learning Quality Assurance Cycle.
- Learner and Parent Feedback.
- Employer links and feedback.
- Supported Internships Forum.
- KPI LA Annual SEND return – ‘to identify and report conversion rates into employment’.

8. Policy Links

This policy links to the following policies:

- Safeguarding and Prevent Policy
- Health and Safety Policy

9. Further Information:

For further information contact the following staff members:

Head of Transition2 – Simon Hancox

Curriculum Lead – TBA

Supported Employment Team Leader – Amie Brown