



Caring Education

Careers and Transitions Policy (CEIAG) Policy

This has been designed to sit alongside the Careers and Transitions policies of Warwickshire Local Authority and commissioning schools. Both of whom offer our pupils careers and transitions work for those in their care. It will also stand alone for pupils who are on roll solely at VLC.

We are proud to have our own Careers and Transitions Worker at VLC.

**Policy date: April 2020
Review date: April 2022**

1. Careers

Aims and Objectives of CEIAG at VLC:

VLC aims to support all pupils to make informed career choices by providing impartial Careers Education, Information, Advice and Guidance (CEIAG) for all pupils. We aim to provide opportunities and resources to identify their own personal skills, qualities, raise their aspirations and go onto fulfil their potential.

This is linked with our values:

Care – *At VLC, we understand that my life can make a difference*

I am growing in my understanding and awareness of myself and how my actions impact others. I work to demonstrate care for myself, for those around me and for the environment through my understanding of my impact upon them

Hard Work – *At VLC, we keep going even when things are tough*

Life can be really difficult. I'm learning to try really hard with integrity and diligence, and a knowledge of why I am doing it. If I'm finding things hard, I will talk about it and find ways to calm down.

Helping Others – *At VLC, we look for ways to help others in our community*

I am learning that my life and my actions matter and have an effect on the way other people feel. I look for ways to help others, just as others help me. In this way I can make a positive difference in the world.

Belonging – *At VLC, we are stronger together*

I know that, at VLC, we are all are needed and valued and each person is important. I know my life makes a difference, and I am committed to being a positive impact on those around me and in the world.

Learning Intentions:

Students should be able to understand themselves and the influences on them Career Exploration
Students should be able to investigate opportunities in learning and in the world of work.
Students should be able to make and adjust career plans to manage change and transition.

Learning Outcomes

KS1,2,3,4

To help pupils to their achievements, qualities and skills

To set career and learning aspirations

To understand that there are a wide variety of jobs and careers

To understand and use different sources of help

KS3,4

To understand the nature of work and people's attitudes towards it.

To use a variety of different sources of careers education resources

To use work experience to improve their chances of making a positive informed decision

KS3,4

To make informed and appropriate choices for subjects taken and post 16 courses

To understand the relevance of employability skills

VLC CEIAG Plan:

Year Group

Key Stage	Offer
<p>KS1</p> <p>KS2</p>	<p><u>PHSE Curriculum</u></p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p> <p>L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
<p>KS3</p>	<p>PSHE Sessions: “Introduction to ks3”</p> <p>“Aspirations”</p> <p>“Enterprise and Entrepreneurs”</p> <p>Enterprise Week</p> <p>Maths after Education Week</p> <p>Community Week</p>
<p>KS4</p>	<p>PSHE Sessions – “Applying to College”</p> <p>“Study Skills”</p> <p>“Living Independently”</p> <p><u>And</u></p> <p>Practise Interviews</p> <p>Enterprise Week</p> <p>Community Week</p> <p>Maths after Education Week</p> <p>CV Writing and how to plan and prepare for Interviews</p> <p>Letter</p> <p>Work Experience (depending on appropriate risk assessment)</p> <p>Visiting Speakers – VLC invites in a variety of guest speakers from employers, charity groups etc to talk to pupils to help raise aspirations.</p> <p>Careers information is also delivered in other national curriculum subjects with students understanding which careers are related to</p>

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	which subjects local community to deliver presentations to our students.
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The school policy on Safeguarding sets out the school's approach to allowing providers into school as visitors to talk with students.

CEIAG Staff at VLC:

Amanda Woodward (Principal),
Centre Leaders (responsible for delivery of the PHSE syllabus)
Julia Jewell (Career and Transitions Coordinator)

All VLC teaching staff are involved in preparing students for personal and working life.

Work Experience:

This will be arrangement if risk assessments for individual pupils allow. Please see our work experience booklet

Careers Adviser at the Local Authority:

We work closely with Kerry Low, the LA Careers Advisor. She helps mentor Julia Jewell.

2. Transitions

Many students who attend VLC are highly anxious around transition and change. Many feel they have “failed” at mainstream school. For some, the transition from home to VLC each morning is a challenge. For many of our students, the aim is to return to mainstream education. Our caring and purposeful work around transition both into our provision and out is key to long term successful access to education.

This policy should be read in conjunction with our student induction pack

Definition

In this policy, ‘transition’ describes the movement that takes place from one familiar setting (including the home) to another. It is defined as the process where policy and practice has been adapted to support children in settling in to their new learning environment in preparation for future learning and development.

Aims and Objectives

VLC aims that all pupils experience smooth transitions throughout their learning these could include (but are not limited to):

- Into VLC from previous education provision
- Into VLC as a short term provision with the aim of return to the mainstream school
- Into VLC as a part time student with the aim to support learning of the mainstream school
- Into VLC as a short term provision with the aim to join a different mainstream school
- Between teachers at VLC
- Between lessons at VLC
- Between lesson and break times at VLC
- Between Key Stages at VLC
- Out of VLC into further education or apprenticeships
- Out of VLC into another education provision

Values:

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Helping Others – *At VLC, we look for ways to help others in our community*

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Respect – *At VLC, we talk with respect*

I am learning to take responsibility for my own development, for the way I treat those around me and the way I care for the environment I live in. I understand that it is my responsibility to treat others the way I would want to be treated myself. I am a responsible and respectful member of my school community, as well as the nation I live in and our wider world.

Care – *At VLC, we understand that my life can make a difference*

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Student induction:

Please refer to our Student Induction Policy and our Student Induction Pack.

If a student is commissioned to us and is on roll of another school, we will match the curriculum closely to theirs. Our curriculum will flex to meet the agreed targets with the commissioner.

Transfer of information. E.g. records, SEN data, assessment and attendance data, prior attainment, risk assessment is carried out via our Learning Information Form (LIF). These should be fully complete prior to student induction.

Individual Learning Plans (ILPs):

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These are completed during the induction period for each student at VLC and are updated on a regular basis (at least once each half term) with collaboration with the pupil themselves, parents and commissioners.

These plans are used to agree targets, understand pupil individual needs and agree consistent strategies to help pupils to regulate during the school day.

Progress with the ILP will be reported on a half termly basis to parents and commissioners

Moving from VLC to other education providers:

This will be carefully planned between VLC staff and the new provider. VLC staff are on hand to help pupils with visits and on their first days if required.

VLC will work with other providers to ensure that, where possible, curriculum is match to that of the new provider so that pupils can join lessons at the same stage as the other pupils.

The new provider will be provided with:

Pupil VLC reports

ILP

LIF

Any other relevant documentation