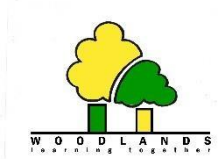


Woodlands Secondary School	Careers Education Policy	
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Date	Review Date	Author	Nominated Governors
March 2025	March 2026	Nicole Tulloch / Lee Nelson	Governing Body
Website	Statutory Policy	Source	Ratification Date
Yes	Yes		25.3.26

Legislation

- Education Act 1997, Section 42A – ‘must secure that all registered pupils at the school are provided with independent careers guidance during their secondary education’
- Education Act 1997, Section 45 - Students ‘must be provided with access to both (a) guidance materials, and (b) a wide range of up-to-date reference materials, relating to careers education and career opportunities.’
- Education Act 2011 – schools ‘must secure that registered pupils at the school, from Year 8 to age 18, are provided with independent career guidance during the relevant phase of their education’
- Education (Careers Guidance in Schools) Act 2022 - all schools and academies must secure independent careers guidance for pupils in school years 7 to 13.
- Skills and Post-16 Education Act 2022 - All maintained schools and academies must provide six encounters with a provider of technical education or apprenticeships for year 8 to 13 pupils. (See also Provider Access Policy)
- This policy has been reviewed in light of updates to the Gatsby benchmarks January 2026

Rationale:

“Career describes our journey through life, learning and work. We need actively to develop our careers to make the best of them. A ‘positive career’ will mean something different to everyone, but it will typically include being happy with the way you spend your time, being able to make a contribution to your community and being able to have a decent standard of living.”

Career Development Institute: https://www.thecdi.net/CDI/media/Write/Framework/CDI_86-Framework-Guidance_in_Secondary_Schools-webFINAL.pdf

All students are entitled to ‘careers’ input in the broadest sense, meaning that all students have a right to information, experiences and opportunities to best support them to access meaningful activity in adulthood. Woodlands School believe that the purpose of an effective careers education is to equip every young person with the capability to exist in the world on their own terms with as much independence as is possible.

This broader understanding of 'careers' makes up our universal offer – that is to say every student at Woodlands is entitled to this offer, regardless of age, department or nature of SEN. To avoid confusion, from here-on in, we will refer to this as 'Learning for Adulthood' and label this as such. The term 'Careers' will from here-on in refer to formal careers and jobs education delivered to targeted groups made from students in Lower School, Upper School and the LOFT provision.

The Woodlands 'Learning for Adulthood' Programme: **For ALL students at Woodlands.**

Aims

Our 'Learning for Adulthood' education has 4 aims

1. Supporting self-development and advocacy

To support students to access a relevant curriculum, encourage and build communication and choice-making skills, and ensure that student voice is 'heard' when decisions about their future is being made.

2. Engaging with the wider world

To give students opportunities to visit places within their local community and meet people from services that may support them as adults

3. Supporting Transition

To help students make choices (where possible) and develop and follow plans alongside other professionals.

4. Meaningful inclusion

To provide opportunities for meaningful and varied encounters with and experiences of the world outside the 'walls of the school' that allow the maximum potential for impactful inclusion for each and every young person and their families.

Offer

Woodlands has devised a Universal Offer using the 'Gatsby Benchmarks', with additional SEN specific guidance from Careers and Enterprise Company.

The 'Gatsby Benchmarks' are a way of tracking that all students are receiving their entitlement in respect to future planning.

See [Appendix 1](#) for details of the Universal Offer and how it links to the 'Gatsby Benchmarks'. Most of the statements are carried out in school, through an appropriate curriculum offer.

See [Appendix 2](#) for some Department Specific examples, please note these are examples and specific activities may vary.

Departments are highlighted in different colours for ease

- KS3, and KS4 are in grey
- PMLD is in pink
- WISERR are in purple
- Provisions are in blue.

Please note: Benchmark 8 'Career Guidance' is provided by the local Transitions Team for students in Years 9-13. (see below for details)

For more information about the 'Gatsby Benchmarks' please visit:
<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Accreditation:

To support 'Learning for Adulthood' outcomes, ALL students will have the opportunity to follow the 'OCR Life and Living Skills' qualification at some point during their time at Woodlands. In the PMLD, WISERR and some Provisions classes this is likely to be in Year 13. In the SLD departments this is taught throughout KS4. This qualification is made up of different units connected to developing students' experiences in areas linked with adulthood. Each unit has a credit value. There are different qualifications available depending on the number of credits achieved.

Students in our PMLD Department are likely to achieve an Introductory Award (2 credits) or an Award (6 credits)

Students in our WISERR Departments are likely to achieve an Award (6 credits) or a Certificate (13 credits)

Students in our BASE Provisions Department are likely to achieve an Introductory Award (2 credits) or an Award (6 credits)

Students in our LOFT Provisions Department are likely to achieve an Award (6 credits) or a Certificate (13 credits)

Students in our KS4 Department are likely to achieve an Award (6 credits) or a Certificate (13 credits)

Guidance

Career guidance forms part of planning for transition to life beyond school and is discussed as part of the student's Annual Review meeting when their Education, Health and Care Plans (EHCP) is updated. Career guidance gives students an opportunity to talk through, or be supported to communicate about, their future prospects and plans following their education at Woodlands school. Its purpose is to help students focus on the transition process and to support them with planning their next steps.

Career guidance is impartial and involves:

- establishing the student's starting point
- helping the student to explore their interests, abilities, values and potential and to identify possible ways forward
- confirming realistic possibilities, taking account of what's available and potential constraints
- helping the young person to make informed decisions and develop, test and implement an action plan

Careers guidance requires delivery by a Level 6 qualified professional. There may be additional *information* shared by staff at school, however they are not qualified to give careers guidance. The types of *information* parents or students may receive through Woodlands staff includes:

- The names of local providers (e.g. colleges, social care providers, clubs)
- Factual information about providers (if known) e.g. location of provider, capacity of provider, any specific entry requirements.

- Open Day dates or contact details for providers
- Where to find the Local Offer online
- The name and contact details of the Personal Advisor from the Transition Team allocated to them / their child
- Who else to contact for advice or guidance, for example SENDIASS, the SENAT team.

Parents

The 'Learning for Adulthood' activities that students take part in are recorded and discussed as part of the EHCP review and as part of discussions when planning for transition.

The Woodlands Careers Programme:

This part of the policy is aimed at targeted groups of students in Lower School, Upper School and the LOFT provision.

The following should be read 'in addition to' the Learning for Adulthood aims and offer.

The purpose of Careers education is to help our young people develop the knowledge and skills they need to make successful choices, manage their transitions in learning and move into either work or a successful post-school placement.

Aims

Our careers education has four aims:

1. Self-development

To help students understand themselves and the influences on them, build a record of their experiences and achievements and develop their capabilities.

2. Career exploration

To help students identify, investigate and weigh up opportunities in learning, work and placements.

3. Transition

To help students to make and adjust plans to reflect their strengths, options and choices.

4. Meaningful inclusion

To provide opportunities for meaningful and varied encounters with and experiences of the world outside the 'walls of the school' that allow the maximum potential for impactful inclusion for each and every young person and their families.

Intended Outcomes:

The Career Development Institute has set out six learning areas in relation to career development (see [Appendix 3](#)). These provide a philosophical framework for our approach and we support students to access (at an appropriate and meaningful level) all of these.

1. Grow throughout life
2. Explore possibilities
3. Manage career
4. Create opportunities
5. Balance life and work

6. See the big picture

Offer

Students at Woodlands Secondary school start their journey with us in year 7 and remain with us until Year 11, 12 or 13, depending on suitability and/or availability of provision and preference. During their time they progress through the different key stages and the amount of time they spend engaging in careers related learning increases as they move up through the school.

As part of their Woodlands journey, students within years 7 - 13 are entitled to:

- find out about qualifications, supported internships and apprenticeships opportunities (if appropriate), as part of a careers programme which provides information on the full range of education and training options available at each transition point; for further information please read our Provider Access Policy.
- hear from a range of local providers about the opportunities they offer, through options events, group discussions and taster events, link course visits and one to one interviews with dedicated work experience lead
- support to make applications for the full range of post school courses; they and their families are actively encouraged to access the full range of information provided by the local offer.
- engage in appropriate internal and external work experience opportunities that provide a meaningful prospect of engaging and connecting with the world beyond the 'walls of the school'.

For more detailed information about the Career's curriculum, please see the Schemes of Work for each Department.

Staff

To prepare our students for their next step, teachers and support staff focus on providing opportunities for them to develop employability and life skills, such as confidence, creativity and communication skills. Staff draw students' attention to the skills they are acquiring and record them, wherever possible making links with employment.

Parents

The careers activities that students take part in are recorded and discussed as part of the EHCP review and as part of discussions when planning for transition. For all external placements parents are invited to attend work experience planning meetings with employers so they are fully aware of the placement and are actively encourage to forge and sustain links with placement employers for the future.

Careers Lead

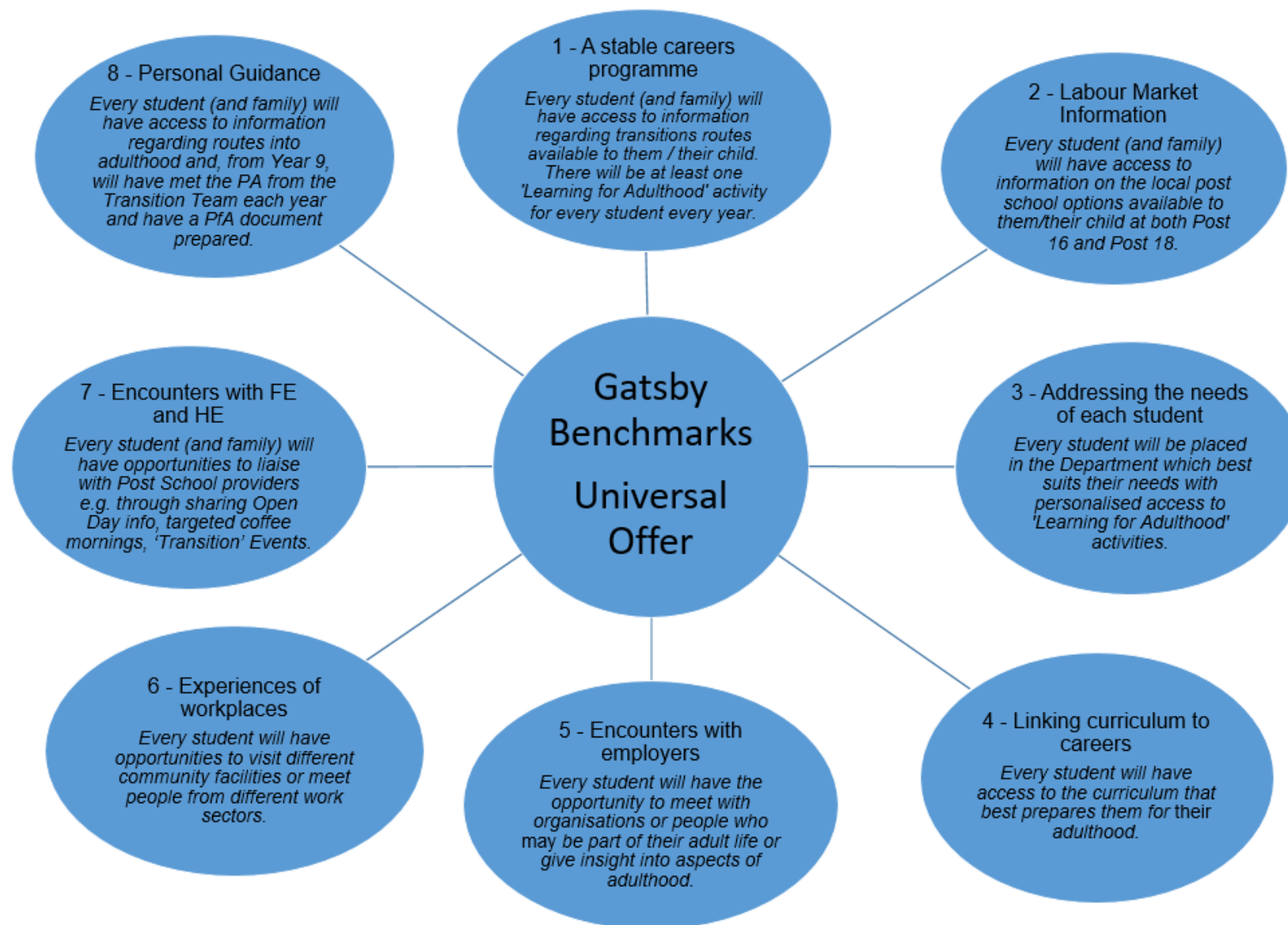
SLT member with Careers interest: Nicole Tulloch nicole.tulloch@woodlands.luton.sch.uk

Careers Lead: Lee Nelson lee.nelson@woodlands.luton.sch.uk

Quality and review

The Careers programme is monitored, reviewed and evaluated by the board of governors annually. One of the methods that is used for this purpose is Compass+, which is a programme which allows the school to log careers related learning and opportunities. Data from Compass+ is shared with and published by the Local Authority.

Appendix 1



Appendix 2

<u>Gatsby Benchmark 1</u>		<u>Gatsby Benchmark 2</u>		<u>Gatsby Benchmark 3</u>		<u>Gatsby Benchmark 4</u>	
A stable careers programme.		Learning from career and labour market information		Addressing the needs of each pupil		Linking curriculum learning to careers	
<u>UNIVERSAL OFFER:</u>		<u>UNIVERSAL OFFER:</u>		<u>UNIVERSAL OFFER:</u>		<u>UNIVERSAL OFFER:</u>	
<i>Every student (and family) will have access to information regarding transitions routes available to them / their child. There will be at least one 'Learning for Adulthood' activity for every student every year</i>		<i>Every student (and family) will have access to information on the local post school options available to them/their child at both Post 16 and Post 18.</i>		<i>Every student will be placed in the Department which best suits their needs with personalised access to 'Learning for Adulthood' activities.</i>		<i>Every student will have access to the curriculum that best prepares them for their adulthood.</i>	
<u>TARGETED OFFERS:</u>		<u>TARGETED OFFERS:</u>		<u>TARGETED OFFERS:</u>		<u>TARGETED OFFERS:</u>	
KS3 / KS4	Universal: - Broad, balanced curriculum - Structured timetable - School to support 'Transition Team' with strategies to best deliver advice and guidance (Year 9+) - Individual plans to support students to access 'Learning for Adulthood' activities, e.g. adapted resources, targeted trips. - Review of 'Learning for Adulthood' related activities annually. For some KS3 / KS4 / FE students: - Personalised timetables - Bespoke support plans	KS3 / KS4	Universal: - Local offer - Transition fair / booklet - Open Days at local providers - Assemblies given by local providers - In KS4/FE information about entry requirements/process and any limitations (capacity, transport etc.) For some KS4 / FE students - College link visits - College experience days	KS3 / KS4	Universal: - Broad, balanced curriculum - Structured timetable - School to support 'Transition Team' with strategies to best deliver advice and guidance (Year 9+) - Individual plans to support students to access 'Learning for Adulthood' activities, e.g. adapted resources, targeted trips. For some KS3 / KS4 / FE students: - Personalised timetables - Bespoke support plans	KS3 / KS4	Universal: - Broad, balanced curriculum that includes English, Maths, PHSE and Life Skills - Careers and Enterprise discretely and explicitly taught - Transition and 'Learning for Adulthood' golden thread throughout all lessons/subjects - Diversity and representation woven into curriculum. For some KS3 students: - Immersive Maths / English - Phonics

	For some KS4 / FE students Specific, timetabled careers lessons and activities related to Further Education, employment and the world of work				For some KS4 / FE students - Mock interviews and matching interests to work experience placements - Visits to/from different post-school providers		For ALL KS4 / FE students - OCR Life and Living Skills Accreditation For some KS4 / FE students - Immersive Maths / English - Functional Skills exams
PMLD	Universal: - Broad, balanced curriculum - Structured timetable - School to support 'Transition Team' with strategies to best deliver advice and guidance (Year 9+) - Individual plans to support students to access 'Learning for Adulthood' activities, e.g. adapted resources, targeted trips. - Review of 'Learning for Adulthood' related activities annually.	PMLD	Universal: - Local offer - Transition fair / booklet - From Year 9+ information about entry requirements/process and any limitations (capacity, transport etc.) - Life after Woodlands Coffee morning for Year 9+	PMLD	Universal: - Broad, balanced curriculum - Structured timetable - School to support 'Transition Team' with strategies to best deliver advice and guidance (Year 9+) - Individual plans to support students to access 'Learning for Adulthood' activities, e.g. adapted resources, targeted trips. - Regular assessment on engagement model - Routes for Learning - Health and care plans routinely update and followed to insure needs led curriculum and placement.	PMLD	This will include - Physio / hydro / rebound - Medical and care interventions - Personal care - Communication - Regular assessment on engagement model - Routes for Learning
WISERR	Universal: - Broad, balanced curriculum - Structured timetable	WISERR	Universal: - Local offer - Transition fair / booklet - Open Days at local providers	WISERR	Universal: - Broad, balanced curriculum - Structured timetable	WISERR	Universal: - Broad, balanced curriculum - Lessons taught include - Arrivals

	• School to support 'Transition Team' with strategies to best deliver advice and guidance (Year 9+) • Individual plans to support students to access 'Learning for Adulthood' activities, e.g. adapted resources, targeted trips. • Review of 'Learning for Adulthood' related activities annually.		• From Year 9+ information about entry requirements/process and any limitations (capacity, transport etc.)		• School to support 'Transition Team' with strategies to best deliver advice and guidance (Year 9+) • Individual plans to support students to access 'Learning for Adulthood' activities, e.g. adapted resources, targeted trips. • Regular assessment on engagement model • Routes for Learning • Health, care and behaviour plans routinely update and followed to insure needs led curriculum and placement.		○ Choice ○ Departures ○ Hobbies ○ Jobs ○ Lunch ○ Preparation time ○ Snack ○ Toilet ○ Transitioning
Provisions	Likely to follow WISERR offer or KS3/KS4/FE offer dependant on individual student or cohort	Provisions	Likely to follow WISERR offer or KS3/KS4/FE offer dependant on individual student or cohort	Provisions	Likely to follow WISERR offer or KS3/KS4/FE offer dependant on individual student or cohort	Provisions	Likely to follow WISERR offer or KS3/KS4/FE offer dependant on individual student or cohort

<u>Gatsby Benchmark 5</u>		<u>Gatsby Benchmark 6</u>		<u>Gatsby Benchmark 7</u>		<u>Gatsby Benchmark 8</u>	
Encounters with employers and employees.		Experiences of workplaces		Encounters with further and higher education		Personal guidance	
<u>UNIVERSAL OFFER:</u>		<u>UNIVERSAL OFFER:</u>		<u>UNIVERSAL OFFER:</u>		<u>UNIVERSAL OFFER:</u>	
<i>Every student will have the opportunity to meet with organisations or people who may be part of their adult life or give insight into aspects of adulthood.</i>		<i>Every student will have opportunities to visit different community facilities or meet people from different work sectors.</i>		<i>Every student (and family) will have opportunities to liaise with Post School providers e.g. through sharing Open Day info, targeted coffee mornings, 'Transition' Events</i>		<i>Every student (and family) will have access to information regarding routes into adulthood and, from Year 9, will have met the PA from the Transition Team each year and have a PfA document prepared.</i>	
<u>TARGETED OFFERS:</u>		<u>TARGETED OFFERS:</u>		<u>TARGETED OFFERS:</u>		<u>TARGETED OFFERS:</u>	
KS3 / KS4 / FE	Universal: - Through careers week – visitors and speakers For some KS3 / KS4 / FE students - Through ad-hoc trips / visits For some KS4 / FE students - External placements - Internal Work Experience – Tuck Shop / Café - External placements - Bespoke projects e.g. Wilmott Dixon, JobCentre Plus, Stall in the Mall	KS3 / KS4 / FE	Universal: - Community visits timetabled, including 1 visit per year to a different religious building 1 visit per year to an art / culture location (e.g. museum or gallery) 1 visit per year to a leisure facility (e.g. a zoo, the beach) - Visits to the school café - Through careers week - Targeted assemblies e.g. Carnival Arts For some KS4 / FE students	KS3 / KS4 / FE	Universal: - Local offer - Transition fair / booklet - Open Days at local providers - Assemblies given by local providers For some KS4 / FE students - College link visits - College experience days	KS3 / KS4 / FE	Universal: - Local offer - Transition fair / booklet - Open Days at local providers - Assemblies given by local providers - From Year 9 – at least one meeting with the PA from the Transition Team per year. (NB: this could be on a 1-1 basis, supported by staff, or in a group setting – the expectation in a group setting is that there would be longer spent with the group and on more than one occasion)

			• External Work Experience placements • Internal Work Experience – Café • Careers specific visits to workplaces				
PMLD	Opportunities for annual 'coffee morning' for providers such as Keech, Community Choices, Oaklands to come in and spend the morning with ALL PMLD students. Some previous visits include • Jo Campion • Keech • Community Choices	PMLD	Community trips • Local shops • Religious Buildings • Stockwood Park • Harry Potter Cafe visits Nurses Office School kitchen Professionals from the workforce visiting the school include • Physio team • Occupational Therapist • SaLT • School nurses • Music therapist / teacher	PMLD	Universal: • Local offer • Transition fair / booklet • Open Days at local providers • Life after Woodlands Coffee morning for Year 9+	PMLD	Universal: • Local offer • Transition fair / booklet • Open Days at local providers • From Year 9 – at least one meeting with the PA from the Transition Team per year. (NB: this could be on a 1-1 basis, supported by staff, or in a group setting – the expectation in a group setting is that there would be longer spent with the group and on more than one occasion)
WISERR	Opportunities for annual 'coffee morning' or similar for providers such as Keech (SENSE), Community Choices, Oaklands, Thrive (etc.) to come in and spend the morning with ALL WISERR students.	WISERR	Community trips planned into curriculum some examples include • School cafe • McDonalds • Dunstable Downs Visitors Centre • Lea Manor Swimming pool	WISERR	Universal: • Local offer • Transition fair / booklet • Open Days at local providers For some WISERR students • College link visits • College experience days	WISERR	Universal: • Local offer • Transition fair / booklet • Open Days at local providers • Assemblies given by local providers • From Year 9 – at least one meeting with the PA from the Transition Team per year. (NB: this could

			Professionals from the workforce visiting the school include • Physio team • Occupational Therapist • SaLT • School nurses • Music therapist / teacher				be on a 1-1 basis, supported by staff, or in a group setting – the expectation in a group setting is that there would be longer spent with the group and on more than one occasion)
Provisions	Likely to follow WISERR offer or KS3/KS4/FE offer dependant on individual student or cohort	Provisions	Likely to follow WISERR offer or KS3/KS4/FE offer dependant on individual student or cohort	Provisions	Likely to follow WISERR offer or KS3/KS4/FE offer dependant on individual student or cohort	Provisions	Likely to follow WISERR offer or KS3/KS4/FE offer dependant on individual student or cohort

