

## Careers Education and Guidance Policy

<b>Document Title</b>	Careers Education and Guidance Policy
<b>Reference Number</b>	SO-0108
<b>Version</b>	V2.10
<b>Date of Issue</b>	06 August 2003
<b>Last Revision</b>	5 September 2019
<b>Distribution</b>	All employees
<b>Owner</b>	Director Adult Services / Managing Director, NAS Education and Children's Services and NAS
<b>Policy Lead(s)</b>	Deputies
<b>Department</b>	Services and Schools

### Purpose

To support pupils/students/clients manage the transition from school to adult and working life effectively and to develop knowledge and understanding of the world in which they live, employment and other career opportunities.

### Scope

A 'career' is viewed in the broadest sense and it includes all aspects of an individual's evolving experience of work and life after school. This policy relates to NAS Schools and Adult Services.

### Declaration

The National Autistic Society will have regard to all current and relevant legislation and codes of practice.

## Careers Education and Guidance Policy (Concise Statement)

Decision-making can be a difficult concept for pupils/students/clients with an autism spectrum disorder (ASD). It is recognised that people with an ASD have very specific and specialised needs. Staff and work colleagues in future placements will need to have a sound understanding of autism, whether they are in the work place, further education, day or residential services in order to support the needs of the pupils/students/clients.

In schools, careers education is provided through an integrated approach in conjunction with impartial careers advice, both as discrete 1:1 guidance and within subjects, and as part of related subjects including PSHE. Where appropriate to age and ability, links between the curriculum, targets and possible applications in the world of work will be made clear to aid identification of relevant skills, their relevance to future career choices and to strengthen to links between learning, accreditation and future application of skills in the work place.

In Post 16, Careers Education and guidance is delivered impartially and students are also provided with suitable work experience placements, wherever practical, both internally and externally.

All Careers education and guidance will be relevant and appropriate to the age, ability and understanding of pupils/students/clients with autism and tailored to meet their individual needs.

Careful planning will take place as part of pupil/student/client transition plans, with support and guidance being provided to help them consider choices and make decisions for the future. Pupils/student/clients will be encouraged to contribute to their own transition plan and their views for the future will be identified and respected. Links between pupils, parents and LA career and/or transition services are to be encouraged to support young people and families to make informed choices for transition, to provide support and guidance on placement application and ensure successful transition.

Records of Achievement and/or progress files developed in schools, Post 16 provision, further education, day or residential Services will demonstrate pupil/students/clients strengths and achievements and provide information about their wider interests and abilities.

The development of Careers Education and Guidance work with individuals will form part of a wider Person Centered Plan and will be recorded in line with NAS Person Centered Planning policy and procedures.

## Careers Education and Guidance – Procedure in Schools and Post 16 Provision

1. The Annual Review process during school year 9 / S3 is deemed to be the formal transition review.
2. This review must obtain information from the pupil, parents and/or carers, LEA, Social Services, school support Services (Educational Psychologist, SaLT, OT etc) and any other party with a legitimate interest in the pupil.
3. The review must produce a documented transition plan for the pupil that clearly indicates possible options at post 16, post 19 and post 25 where appropriate and the Services to be included in the planning process.
4. Where a pupil is planning to remain in education Post 16 the annual review process must be used to record the thoughts and wishes of parents/carers and the young person and detailed in the EHCP, which should be amended by the LA as necessary.
5. The Transitional Plan and EHCP documentation must indicate required actions, by whom and the timescale for the actions to be completed.
6. The Transition Plan and EHCP, including the action points, must be formally reviewed at each subsequent Annual Review until the pupil leaves the school.
7. Changes to the Transition Plan and EHCP must be circulated to all relevant parties and be agreed by all parties.
8. All pupils are entitled to access to information regarding careers during school years 9 to 14. This may take the form of specific lessons, or may be incorporated into the PSHE and other curriculum areas. Where incorporation takes place schools must be able to identify via schemes of work and lesson plans where this is taking place
9. All information regarding the Transition Plan and EHCP must be forwarded to a receiving provision at completion of school year 11 or year 14 as appropriate.
10. In Post 16 school provision the Transition Plan and EHCP outcomes will form the basis of the individual student programme having regard to pupil and parental needs and wants.
11. Transition planning and EHCP outcomes will be an increasingly important element of Annual Review proceedings in Post 16 provision. At Annual Review at year 14 (or the final review prior to leaving date) all relevant parties e.g parents/carers, Social Services, advisors or NAS Adult Services staff, where appropriate should be present.

12. The final Transition plan and EHCP agreed at final Annual Review in Post 16 provision will form the basis of the curriculum for pupils in their final year of schooling.
13. An early EHCP review in year 14 may be necessary to allow time for parents/carers to identify a suitable placement and for assessment visits to take place and for applications to the LA for placement funding.
14. If a suitable placement is proving difficult to find it may be necessary to call an additional interim annual review to allow for all professionals concerned to meet with an aim to support transition and placement.

## **Careers Education and Guidance - Procedure in Prospects and other Adult Provision**

1. On entry to the Service a full review of client documentation will take place.
2. An interview based on documentation will take place to ascertain client interests and abilities.
3. An action plan will be drawn up with the client stating the type of education/training or work being sought, persons responsible for ensuring actions are completed and a suitable timescale.
4. Clients should be directed to Job Centre Plus and other service providers where appropriate. Support for these contacts may form part of the action plan.
5. Clear records of client achievements should be kept and made available to prospective placements or employers with client permission.

## **Equal Opportunities**

Equal opportunity will be promoted through careers education and guidance to ensure pupil/students are not discriminated against in relation to their ethnic, gender, social background or special needs.

## **Measure**

Evaluation of related career events and activity (students/parents/staff)  
Measurement against key performance indicators of each service and the  
NAS  
OFSTED  
Autism Accreditation  
SEND Gatsby Benchmark Toolkit

## **Careers Education and Guidance - References**

Schools Standards and Framework Act 1998  
Scottish Department of Education  
Regulation and Quality Improvement Authority (RQIA) (Northern Ireland)  
Education Reform Act 1988  
Education Act 1997  
Department for Education  
Purchasers' Contracts  
Post- 16 Education (Scotland)

### ***Other relevant policies and guidance***

Transition Plans for Schools Policy SO-0313  
OFSTED  
Special educational needs and disability code of practice January 2015