



## Careers Policy

<b>Ratifying Committee</b>	<b>Curriculum &amp; Standards Committee</b>
<b>Date</b>	<b>February 2026</b>
<b>Review</b>	<b>Annually</b>

### The Bridge School Careers Policy

**Context:**

The Bridge School is a maintained day special school for children aged 4 to 16. There are a small number of pupils with profound and complex learning difficulties and complex medical needs aged 16 to 19 years old.

The aspiration for all pupils is that they engage and achieve and make the most progress and achieve the greatest independence that they can over time to enable them to have the most fulfilling, enjoyable and independent life as possible.

### **Introduction:**

The Bridge School provides a relevant and engaging careers curriculum which meets the individual needs and requirements of our pupils and is supportive to their needs, abilities, skills and strengths.

### **Aims:**

- To prepare pupils for the transition process of leaving The Bridge School.
- To confidently take part in a range of opportunities that are new to them.
- To support pupils to take part in/experience a range of career options and plan for their future.
- To learn a range of skills that can be transferred to a range of settings.
- To develop social skills, communication skills and resilience.
- To support pupils to make choices and informed decisions where appropriate.
- To improve mental health and wellbeing by experiencing/taking part in a range of job roles they enjoy.

### **Statutory requirements**

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found as an appendix at the end of this policy.

The careers provision at The Bridge School is in line with statutory guidance from DFE and refers to Section 42A and 45A of the Education Act 1997. This states all school should provide independent careers guidance which should be impartial, include a range of pathways and be adapted to the needs of the pupil. The additional clauses added to the Education Act 1997 in September 2022, (45 and 42B), states that

- school must now secure independent careers guidance from year 7
- school must now provide and publish careers guidance on their website.

This policy includes this information and shows how The Bridge complies with this requirement.

### **Careers Provision at The Bridge School**

At The Bridge School we have committed to:

- work with our pupils, parents, colleges and local employers and careers experts to help our pupils to make the right choices for their future.

- establishing a range of employer encounters.
- ensure our pupils and their parents/carers can access independent careers guidance at a level suitable for them.
- use the Gatsby Benchmarks effectively to support career development support.
- provide support and guidance that is tailored to the individual needs of each pupil.
- provide work experience opportunities tailored to a pupil's individual need, beginning at Year 7.
- providing pupils from Year 7 to Year 11 at least one encounter with an employer each year.
- providing pupils from Year 7 to Year 11 weekly Business and Enterprise lessons in which they learn about and experience a range of job roles.
- providing weekly Hobbies and Careers lessons from Year 7 onwards to support pupils with learning new skills and for readiness in their next stage of life.
- providing pupils/parents from Year 9 onwards access to and support from Future Focus.
- providing work experience appropriate to the needs of each individual pupil at Year 11.

### **The Baker Clause**

This was introduced as an amendment to the Technical and Further Education Act 2017. The Baker Clause states that school must allow colleges and training providers access to every student in Years 8 to 13 to discuss non-academic routes that are available to them. (See Appendix 1). It is expected that by doing so, this will help address the UK's productivity challenges and skills shortages across a range of sectors of the economy.

The Baker Clause has different implications dependent on being a school or provider.

In January 2023 updated Provider Access Legislation (PAL) came into effect. This aims to strengthen the existing legislation (the Baker Clause). PAL specifies school must provide at least six encounters with approved providers of apprenticeships and technical education for all their students.

- Two encounters for pupils in Year 8 or 9
- Two encounters for pupils in Year 10 and 11
- Two encounters for pupils in Year 12 or 13 which have optional attendance.

The new legislation aims to help learners understand and apply for both apprenticeships and a broad range of technical education options including T – levels (equivalent to 3 A levels) and Higher Technical Qualifications.

Pupils at the Bridge School are placed in this school due to working significantly below the age expectations for end of EYFS and KS1.

*DFE statement - Where learners future pathways are limited due to the nature of their specific learning needs and/or physical ability - for example where they are highly likely to proceed into adult social care - it is recognised that it may be necessary for additional flexibility in how these encounters are delivered. Schools should involve parents/carers, the Special Educational Needs Coordinator (SENCO) and other relevant staff to identify any barriers and support needed, and tailor each provider encounter appropriately and **adapt the content and focus of encounters for these groups of learners to ensure that it is a realistic and meaningful experience for them.***

In line with the SEND information from The Department for Education The Bridge School therefore will adapt the content and focus of encounters for our group of learners to be a 'realistic and meaningful experience'.

The Bridge School therefore is developing and preparing pupils for what is to come with the transition from school to the adult world at their own individual levels.

The education of all pupils at the Bridge is personalised. Work takes place with parents and carers to support choices for individual pupils which may include links to colleges and social care provisions.

### **Roles and Responsibilities**

Governors	<p>Will ensure independent careers guidance is provided to all pupils throughout their secondary education and that the information is presented impartially, includes a range of educational or training options and promotes the best interest of the pupils.</p> <p>Will ensure the school has published a provider access policy statement and that arrangements are in place for the school to meet the legal requirement of the 'Baker Clause'</p>
Careers Link Governor Christine Robson	Will regularly engage with the Careers Advisor in relation to meeting the Gatsby Benchmarks.
Head Teacher	Will ensure the school has an effective Career Programme with is aligned to the DFE Career Strategy.
Senior Leadership Team	<p>Support the careers programme.</p> <p>Allow training providers to access school to talk to pupils.</p> <p>Ensuring the appropriate support and resources are in place or the Careers Advisor to fulfil their responsibilities.</p>
Careers Advisor Mandy James	<p>Ensuring</p> <ul style="list-style-type: none"> <li>• responsibility for the development, running and reporting on the school's career programme</li> <li>• the delivery of the schools' careers programme and that it meets the expectations set out in the Gatsby Benchmarks.</li> <li>• the school has published details of its careers programme on the school website along with arrangements for providers of technical education or apprenticeships to make contact with pupils.</li> <li>• the promotion of local employer engagement.</li> <li>• the destinations of pupils on leaving school are tracked.</li> </ul>
Teachers	Responsible for the delivery of the careers programme.
Careers Service	The Bridge School Employ the Future Focus Service to support our pupils and families.

The careers programme is embedded in our curriculum. One of the most important aspects of Careers Education is developing and preparing pupils for what is to come with the transition from

school to the adult world. The careers programme at The Bridge is embedded within the curriculum and in particular:

- Maths
- English
- Science
- PSHE
- Business and Enterprise
- Hobbies and Careers

We provide a range of opportunities to support pupils developing knowledge of themselves and their strengths as well as their needs and role in the community. We provide them with opportunities to enable them to cope with change, become problem solvers, decision makers and risk takers, promote self-image, an awareness and knowledge of the world of work and their own work potential, opportunities to practice and prepare for the adult world, all with an emphasis on communication skills.

Hobbies and Careers are planned blocks of sessions not one-off experiences to enable pupils to express their likes or dislikes e.g. fishing, going to cinema, café, dog walking etc. It is used to support pupil voice in choices in life going forward. This also links closely to outside of school activities for families or for pupils who have personal assistants support to widen their community participation. Pupils collate a Hobbies and Careers portfolio throughout secondary.

Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks:

1. A stable careers programme with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further education
8. Personal guidance

Our careers programme is delivered through a number of methods and ensures that any encounter is meaningful to the pupil.

### **Key Stage 3**

Each student will be offered at least one employer encounter each year either through the Business and Enterprise focused sessions or linked to Hobbies and Careers sessions. From Year 9 onwards, pupils will work on accredited modules in Maths and take part in enrichment sessions such as

Science specialist days. Pupils are provided with a range of internal /external work experience opportunities appropriate to their individual needs and linked to the wider curriculum.

#### **Key Stage 4**

Each student will be offered at least one employer encounter each year either through the Business and Enterprise focused sessions or linked to Hobbies and Careers sessions. From Year 10 onwards pupils will work on a range of accredited modules in a Maths, Communication, World of Work and Life and Living Skills. Pupils are provided with a range of internal/external work experience opportunities appropriate to their individual needs.

The policy along with the school's careers programme is published on our school website including how parents, teachers and employers can access information about the careers programme.

## **Appendix 1**

### **Policy statement on provider access to The Bridge School.**

#### **Introduction**

This sets out the school's arrangements for managing the access of providers to pupils at school. This complies with the school's legal obligations as set out in Section 42B of the Education Act 1997.

#### **Pupil entitlement**

All pupils from Year 8 to Year 13 are entitled:

- to find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- to hear from a range of local providers about the opportunities they offer.
- to understand how to make applications for the full range of academic and technical courses.

#### **Management of provider access requests**

A provider wishing to request access should contact Mandy James, Careers Advisor.

Telephone 01952 387108

Email [a7017@taw.org.uk](mailto:a7017@taw.org.uk)

#### **Opportunities for access**

A number of events integrated into the school careers programme will offer providers with an opportunity to come into school to speak to pupils. Specialist days also take place each term that support careers opportunities e.g. Science days link to STEM.

Parents are also invited to a Post 16 Information and Transition event at school, supported by Future Focus. The event is aimed at providing an opportunity for young people and their parents/carers to meet with a range of providers who can provide support and provision to them once they have completed their schooling, gaining information regarding the different programs, provision and support available to them. The event is open for young people and parents/carers from Year 7 onwards.

Future Focus provide personalised career advice from Year 9 onwards and produce a Careers and Transition Pathway to Adulthood Report. This reflects the young person's views and aspirations and how they may achieve them. Future Focus are involved in the EHCP Annual Review process and work closely with school to get to know the pupils and also support transition arrangements.

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 7</b>	<ul style="list-style-type: none"> <li>• In-house work experience</li> <li>• Life skills work</li> </ul>	<ul style="list-style-type: none"> <li>• In-house work experience</li> <li>• Life skills work</li> </ul>	<ul style="list-style-type: none"> <li>• In-house work experience</li> <li>• Life skills work</li> </ul>
<b>Year 8</b>	<ul style="list-style-type: none"> <li>• In-house work experience</li> <li>• Life skills work</li> </ul>	<ul style="list-style-type: none"> <li>• In-house work experience</li> <li>• Life skills work</li> </ul>	<ul style="list-style-type: none"> <li>• In-house work experience</li> <li>• Life skills work</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li>• Meetings with careers advisor</li> <li>• Introduction to externally accredited modules that support the world of work</li> <li>• In-house work experience</li> <li>• Life skills work</li> </ul>	<ul style="list-style-type: none"> <li>• In-house work experience</li> <li>• Life skills work</li> <li>• Externally accredited modules that support the World of Work</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings with careers advisor</li> <li>• In-house work experience</li> <li>• Life skills work</li> <li>• Externally accredited modules that support the world of work</li> </ul>
<b>Year 10</b>	<ul style="list-style-type: none"> <li>• Meetings with careers advisor</li> <li>• Life skills work</li> <li>• Externally accredited modules that support the world of work.</li> <li>• Work experience, in house and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings with careers advisor</li> <li>• Life skills work</li> <li>• Externally accredited modules that support the world of work.</li> <li>• Work experience, in house and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings with careers advisor</li> <li>• Life skills work</li> <li>• Externally accredited modules that support the world of work</li> <li>• Work experience, in house and community.</li> </ul>
<b>Year 11</b>	<ul style="list-style-type: none"> <li>• Transition visits links with local college/s</li> <li>• Meetings with careers advisor</li> <li>• Post 16 applications with pupils/parents</li> <li>• Externally accredited modules that support the world of work.</li> <li>• Work experience, in house and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Confirmation of next education provision</li> <li>• Transition visits</li> <li>• Work experience</li> <li>• Meetings with careers advisor</li> <li>• Externally accredited modules that support the world of work.</li> <li>• Work experience, in house and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Work experience</li> <li>• Meetings with careers advisor</li> <li>• Transition visits</li> <li>• Celebration event</li> <li>• Work experience, in house and community.</li> </ul>
<b>Years 12 and 13</b>	<ul style="list-style-type: none"> <li>• Links with social care provision</li> </ul>	<ul style="list-style-type: none"> <li>• Links with social care provision</li> </ul>	<ul style="list-style-type: none"> <li>• Links with social care provision</li> <li>• Transition visits to social care provision.</li> </ul>

<b>Year 14</b>	<ul style="list-style-type: none"> <li>• Transition visits to social care provision</li> </ul>	<ul style="list-style-type: none"> <li>• Transition visits to social care provision</li> </ul>	<ul style="list-style-type: none"> <li>• Transition visits to social care/education provision</li> </ul>
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Post leaving contact is made with setting and this may also then include a visit/s to provide any further advice or support.

### **Premises and facilities.**

In order to gain access to schools, colleges and providers should check the website of the school they wish to attend.

A space such as a hall or classroom will be made available for the provider when accessing the school and when talking to pupils. If any specialist equipment is required to support provider delivery, this will be discussed and agreed upon in advance of the visit with the Careers Leader. Providers are welcome to send a copy of any relevant course literature to school addressed to Mandy James, Careers Advisor.

### **Approval and review**

The document will be reviewed on an annual basis.