



# Kemball School

“We can because we try”

## Careers Support Guide

Stepping Stones to life beyond Kembball School

## **Intent**

We at Kemball would like to commit to providing all our young people with the tools and experiences to prepare them for life beyond our school. This journey will look different for each individual and each person will have a very different goal and outlook for achievement. It is important for us that pupils gain the confidence to explore outside our school and learn the skills, knowledge and understanding of wider life and steps towards independent living. We want our young people to be able to make informed decisions about next steps in education and future careers.

*Social mobility is described as the relationship between our starting point in life and where we end up as adults.*

Society often has difficult barriers for pupils with a Special Education Need and Disabilities to thrive. Developing skills and awareness of the world of work and wider life will improve the social mobility of our young people.

***Believe you can and you're half way there.***

We aim to instil in our young people a love of lifelong learning, so they can keep on improving and developing their skills, sustain employability/progress and achieve personal/economic wellbeing throughout their lives. We also aim to enable young people to feel positive about themselves, improve their motivation and raise their aspirations.

Advice and guidance will be impartial and will take into account the young person's wellbeing, choices and areas of interest. Equal opportunities will be actively promoted, and stereotypes challenged. This policy is underpinned by the DfE's statutory guidance, 'Careers guidance and access for education and training providers', which was last updated in July 2021.

Our main aims are the following:

- To ensure that all pupils have access to experiences beyond the school gates and the world around them
- To focus on the pupil's wellbeing, interests and choices for their future
- To develop skills towards independent lives including transition, travel, social and professional relationships, communication, careers and enterprise, community awareness, roles and responsibilities and home and life skills.
- To prepare for appropriate post-16 provision

- To inspire the pupils to achieve their dreams and to support them by being their careers advocates to achieve these outcomes
- To provide support and guidance for both pupils and staff
- To expose pupils to the world of work at careers at every ability level
- To ensure that school are consistently improving their careers and steps beyond Kempland provision and using the Gatsby benchmarks as a framework and guide.

### **Policy**

Please refer to our school Careers policy for further information on careers and how to support our young people with preparing for life beyond Kempland School.

You will also find useful guidance in the Mental Health and Wellbeing policy and PSHE policy to support pupil with social mobility and independent lives.

### **Programme**

Pupils of all ages should be engaging with learning which has links with preparation for adulthood steps to prepare them for life beyond Kempland. For pupils who it is deemed appropriate within Progression and Functional Pathways will receive careers education as appropriate for their ages and abilities as directed by the class teacher. This will be delivered in class where appropriate, through cross-curricular activities in topic-based lessons, through PSHE, and during life skills lessons. The aim of these sessions is to introduce pupils to the different jobs they may encounter in the wider community, their own ambitions for the future, the skills and qualities they have as valued members of the school community, and to begin challenging stereotypes surrounding jobs and those that enter different employment sectors. Below you will see the aims to be considered benchmarks for pupils. We are aware that not all of our pupils will be able to achieve these outcomes within these time frames however we are setting these as benchmarks. You will find further guidance of steps towards these below.

By the end of year 8 aims
<ul style="list-style-type: none"><li>• Name jobs they see being done in their local community</li></ul>

- Understand the role they take in their class and in doing jobs and tasks within this environment
- Understand and recognise the people that help us in the local community
- Recognise the link between work and money

By the end of year 9 aims

- Name jobs they see being done in their local community and the different sectors these belong to e.g. care work, hospitality, retail, construction etc.
- Express their ambitions and hopes for their future
- Begin challenging stereotypes regarding jobs and roles of different people in society
- Understand money, how we earn it and spend it

Those pupils following the functional pathway in year 9, 10 and 11 will be assessed on their individual needs and will experience work placements and employer encounters that aim to be individualised and relevant to pupils. These will include employer encounters with local businesses, workplace visits, work placements and in class activities through ASDAN, functional maths and English lessons and life-skills lessons.

By the end of year 11 aims

- Recognise workplace encounters they have had during their time at Kemball and the value of these
- Give their ambitions and hopes for the future
- Name paid or volunteer job placements that may be of interest to them and give reasons for their interests

- Confidently choose a post 16 provision for the next stage of their education
- Understand that they possess unique skills and qualities that are different to that of their peers
- Participate in work experience, workplace visits an enterprise project as appropriate
- Understand the value of work including for monetary and mental health benefits
- Understand that there are local job markets which mean it is more achievable and less achievable to enter certain sectors of paid or unpaid work
- Challenge stereotypes and understand that all job types are available to them if they meet the criteria needed

### **Documenting evidence**

All of Progression and Functional classes for pupils who it appropriate for will have a Steps to life beyond Kemball journal. In this book staff will document any encounters with the world of work. This may include diary entries from work experience, pupil feedback from visitors and talks about careers, research on the job market, evidence of interviews and discussions with careers advisors and applications and CV practise.

Alternatively, staff may wish to capture evidence on Evidence for Learning using the Preparation for Adulthood tag. Ensuring that within the comment detail has been given of the link between careers or encounters etc.

**Below is a guide for how we can implement careers and steps towards life beyond Kemball School.**

## Employment

Developing our future (Includes careers, employment, roles and responsibilities and community awareness)

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
<p>Encountering a familiar or known workplace</p> <p>Experiencing a new environment</p> <p>Receive praise</p> <p>To handle money</p>	<p>Encountering a new workplace environment eg shop</p> <p>Acknowledge praise</p>	<p>Experience the function of a range of workplaces</p> <p>To show satisfaction when being praised.</p>	<p>Know the function of a familiar workplace</p> <p>To know money can be exchanged</p> <p>To show motivation when being praised</p>	<p>Know the function of a workplace eg Restaurant serves food</p> <p>To identify likes and dislikes</p> <p>To understand there are different values of money</p> <p>To use money in a school scenario</p>	<p>Understanding different roles in various workplaces</p> <p>To know personal facts about yourself</p> <p>To be able to identify potential areas of employment in areas you like</p> <p>Attend a work / careers / employment / futures event</p> <p>To exchange money in a real-life setting. And to have an</p>	<p>Identify different roles</p> <p>To describe your strengths and weaknesses</p> <p>To identify what a responsibility is</p> <p>Can follow a timetable</p> <p>Visits post-16 provision</p>	<p>Understand what the job market is and the process of looking for a job.</p> <p>Describe yourself, your strengths, weakness and preferences</p> <p>To complete a job application with all relevant information</p> <p>To take part in a mock interview</p> <p>To know some rights and responsibilities of being an employer and employee – ie break times</p> <p>Give examples of different business organisational structures</p> <p>Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable</p>

					understandin g of the exchange.		<p>Knows what a rota is and can follow one.</p> <p>Makes chooses about their future including -post 16 provision</p> <p>Can confidently take and make a phone call to an unknown person</p>
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### Independence / Health

Life skills (Includes handling money, home management, personal skills, communication and socialising)

Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6	Skill 7	Skill 8
Shows interest in another item, person action	Initiates interaction using any preferred way	Uses a communication support aid to make a request	Uses a communication support aid to identify a want or need	Makes choices and requests	Answers questions	Is able to form a conversation with a familiar person	Has a conversation with a new person
Tracks moving objects	Reaches for objects	Makes clear choices from a choice of 2	Makes choices from a range of options	Greet familiar people	Communicates with a range of familiar people	Can identify people who they trust and like to spend time with	Chooses to be around people who they get on well with
Shows recognition and is calm around	Has clear preferences for certain people	Starts to develop a bond with another person	Expresses distress or dislike when someone does something they don't like	Has clear and repetitive preferences	Greets a new person appropriately	Communicates with a new person and asks for more information	Develops social skills so they can happily interact with friends and new people
				Shows a dislike to someone	Moves away when they don't like something or someone	Manages feelings when in situations they do not like	Knows how to react in difficult situations
					Has positive relationships with both peers and adults		

<p>familiar people</p>			<p>Shows pleasure when around people they like</p> <p>Interacts and enjoys being around the same person / people</p> <p>Attends the school café and makes a choice of what they want</p>	<p>when they do something they don't like</p> <p>Has clear friendships</p> <p>Can make a transaction in the school café with support</p> <p>Can handle a range of different coins and knows to give money to gain goods</p> <p>Is able to identify some coins</p>	<p>Can identify all coins</p> <p>Can count coin amounts using a single coin</p> <p>Can make a transaction in the school café independently</p>	<p>Asks questions</p> <p>Show that you can manage your own budget</p> <p>Know how to make plans and decisions carefully</p> <p>Know how to prepare and present yourself well</p> <p>Can identify all coins and notes</p> <p>Knows the correct combination of coins to give to a value of £1</p> <p>Can give change from £1</p> <p>Can count coin amount given a range of coins</p> <p>Can make a transaction in a</p>	<p>Is able to introduce self appropriately</p> <p>Changes approach to communication depending on who they are talking to</p> <p>Asks relevant questions to gain more necessary information</p> <p>Can use money independently in a range of different settings ie cinema, café, shop etc</p> <p>Knows the best combination of coins/ notes to use for a transaction</p> <p>Can check accurate change has been given</p> <p>Can give accurate change from a given amount</p> <p>Knows how to open a bank account</p>
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						shop independently  Can identify different sources of money transactions other than cash	Knows the function of a debit card and credit card
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### Community and Inclusion

Developing transition skills (includes routine, community, road awareness, time and transport)

Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6	Skill 7	Skill 8
They are able to experience travel to and from familiar environments  Finds comfort in familiar spaces and places  To show some recognition of familiar areas or locations  Shows recognition of change in environment	Shows recognition when arriving to school or familiar places with a positive response  Walks around /accesses the immediate school environment and observes changes from the inside  Shows preferences to areas in school	Visits the immediate local community  Tolerates the transition into a new space  Uses the school minibus to visit new places  Shows recognition or awareness of images or google maps of their own home	Become familiar with immediate local community  Successfully transitions into a new class or environment  Becomes familiar with classroom routine  Can locate their own classroom  Shows recognition when visiting familiar places	To know part of own address  Walks / accesses a local community  Visits new venues.  Can locate familiar places around school  To identify areas which are familiar to them  Can identify features in the local community.	To accurately know owns address  Visits local bus stop and knows its function  Travels to a new community or area they have not been before  Can identify the function of buildings in the local community.  Knows the function of the different areas	Can locate the nearest bus stop to them from home and school.  Can locate familiar areas such as the park, shop and post office.  Knows when the correct bus has arrived.  Uses a bus pass or requests a ticket	Show that you can be positive, flexible and well-prepared at transition points in your life  Developed skills to an independent level of – using transport and is able to ...  To be able to catch the bus from home to a known location  Can use a transport timetable

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<p>Tolerates being outside and moving around spaces</p> <p>Observes changes in the environment</p>	<p>Chooses to explore outside</p> <p>Chooses to explore a new environment</p> <p>Initiates interaction in a new activity</p>	<p>Chooses to finish an activity and moves on to another</p> <p>Can take part in role play for crossing roads safely</p>	<p>outside of school</p> <p>Identifies their house from an image of their street</p> <p>Knows when an activity has finished</p> <p>Is guided across roads</p>	<p>(post box, shop, cars etc)</p> <p>Is aware of when it is dinner time and home time</p> <p>Will tolerate support crossing a road</p>	<p>around the school</p> <p>Can follow the school visual timetable</p> <p>Can access crossing roads with support</p>	<p>Knows the timetable for the school day</p> <p>Can read digital or analogue times</p> <p>Can be observed crossing roads using all the correct safety processes</p>	<p>Can identify when they have reached their destination.</p> <p>Can read both digital and analogue time</p> <p>Knows the timetable for a week at school</p> <p>Can safely cross the road independently</p> <p>Can walk around the community independently</p>
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