

Policy/Procedure Name:	Careers Guidance College
Policy/Procedure Number:	SMT009
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Policy/Procedure Author:	Transition Manager and Head of College
Policy/Procedure Owner:	Principal
Management Committee Approved By:	SMT
Governor Committee/Trustee Committee (where appropriate) Approved By:	Quality & Performance Committee
For Action By:	Progress and Transition Co-ordinators, College Tutors
For Information to:	All staff, students, parents
Approval requested to upload on the Treloar Website:	Yes <input checked="" type="checkbox"/> (tick if requested)



## **This document sets out**

- Treloar’s careers strategy
- Student entitlement and guidance

## **The intended audience is as follows:**

- Students
- Parents and carers
- Teachers and tutors
- Progress and Transition Coordinators
- Governors
- External stakeholders
- Ofsted
- Employers

### **1. Statutory requirements and guidance for maintained<sup>1</sup> schools**

Statutory guidance is set out in the ‘Careers guidance and access for education and training providers’ booklet issued in October 2018 for schools and ‘Career guidance for further Education colleges and sixth Form colleges’ issued in update and reissued in October 2018. This is statutory guidance for governing bodies, school and college leaders and school and college staff issued by the Department for Education.

Whilst the school guidance is aimed at maintained schools Treloar’s is committed to offer the same level of high quality careers advice and guidance to our students regardless of our designated status.

The legislation regarding careers provision in schools and colleges refers to the Education Act of 1997; the Education and Skills Act of 2008; Schools Information Regulations 2008. The

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<sup>1</sup> The statutory guidance sets out the definition of a maintained school as being; ‘a community, foundation or voluntary school, community or foundation special school that provides secondary education’. DfE careers guidance and access for education and training providers, p4, October 2018

legal duty for schools to implement aspects of the statutory guidance is set out in the table below.

**Requirements and expectations of schools and colleges under the guidance referred to above:**

Requirement and/or Expectations of -Colleges
Colleges must ensure that students who are 16--25 years old who have an EHC plan are provided with independent careers guidance
Students must be offered the opportunity for a range of providers to access pupils in year 8 to year 13
Colleges must publish a policy statement setting out arrangement for providers access
Colleges must publish details of their careers programme this will include how to access information and how the school measures and assesses the impact of the careers programme
Colleges should begin using the *Gatsby benchmarks (see below)
College should offer a student two encounters with employers per year
Colleges should appoint a named Careers Leader to lead the careers programme as well as their email address and telephone number

**2. Gatsby Benchmarks**

Treloar's uses and references the \*Gatsby Charitable Foundation's benchmarks to develop and continue to improve our careers provision. These are listed in full below. Gatsby benchmarks are recognised as being a 'very good tool to help schools and colleges plan and develop their careers programmes'. The benchmarks enable us to measure ourselves against a standard and compare performance with other schools and colleges. Treloar's is also guided by the Careers and Enterprise Company toolkit; The SEND Gatsby Benchmark

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Toolkit which includes practical information for students with SEND.

<http://www.talentinocareers.co.uk/send-gatsby-benchmark-toolkit.pdf>

### 3. How we implement the Gatsby benchmarks at Treloar

Gatsby Benchmark	Description	How this is implemented in the School and College
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers and employers.	<ul style="list-style-type: none"> <li>• Careers education within the curriculum.</li> <li>• Planning and recording of achievement and work related activities</li> <li>• Work experience</li> <li>• Access to individual and impartial guidance and support</li> <li>• Access to careers information including all routes and pathways</li> <li>• Progress &amp; Transition Co-ordinator</li> <li>• Career companion website</li> <li>• For those students for whom a career pathway is deemed inappropriate and unobtainable by parents and the multi-disciplinary team, the requirement to prepare them for adult life will be met by a programme off study which prepares the child/young person</li> </ul>

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		<p>for adult life. This will form the core of their more personalised curriculum.</p>
<p>2. Learning from career and labour market information</p>	<p>Every student and their parents should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<ul style="list-style-type: none"> <li>• Scheme of work for PSHE/PSD and careers include lessons on challenging stereotypes to encourage students to look widely at opportunities. This is through embedded sessions within the curriculum as appropriate</li> <li>• Career companion website has ILM information</li> <li>• Parents knowing about Career companion LA personal adviser (impartial) *AC students have access</li> <li>• DWP linked schools adviser</li> <li>• Named careers adviser</li> <li>• For those students for whom a career pathway is deemed inappropriate and unobtainable by parents and the multi-disciplinary team the requirement to prepare them for adult life will be met by encouraging simple choice making, visiting future provision and valuing the views of the young person</li> </ul>

		<p>however they are expressed (e.g through gesture, facial expression etc) Parents will be suitably informed about possible opportunities-Further education opportunities, Social Services and private/voluntary placements.</p>
<p>3. Addressing the needs of each student</p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's and college's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> <li>• Annual reviews from year 9 include a focus on preparation for adulthood, including employment.</li> <li>• Annual reviews are informed by careers guidance from Progress &amp; Transition Co-ordinator &amp; Careers Adviser; Career interview-report written with action plan</li> <li>• Career website</li> <li>• Work experience and transition assessment</li> <li>• For those students for whom a career pathway is deemed inappropriate and unobtainable by parents and the multi-disciplinary team the requirement to prepare them for adult life will be met by having a personalised programme designed to meet individual needs as agreed by the multi-disciplinary team and the family, influenced by</li> </ul>

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		<p>the likes and dislikes of the young person. Equality and diversity considerations will remain appropriate and individual need will remain paramount.</p>
<p>4. Linking curriculum learning to careers</p>	<p>All teachers and tutors should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<ul style="list-style-type: none"> <li>• Community skills</li> <li>• Many vocational courses have units on investigating appropriate job roles.</li> <li>• All Vocational and higher PfA classes have a session on Employability</li> <li>• All groups (apart from two) have Transition sessions led by the teachers with their Progress &amp; Transition Co-ordinator.</li> <li>• For those students for whom a career pathway is deemed inappropriate and unobtainable by parents and the multi-disciplinary team the requirement to prepare them for adult life will be met by following an individualised informal curriculum. STEM subjects are already unlikely to play a significant role for those students working at more informal levels of study- individual priorities remain</li> </ul>

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		paramount.
5. Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> <li>• Students take part in business activities and enterprise competitions (eg TEPS)</li> <li>• Enterprise and employability sessions, work experience, internal &amp; external</li> <li>• Community skills with qualified Occupational Therapists.</li> <li>• University and University fayres visited as required</li> <li>• IKC – curriculum delivered in a real working environment</li> <li>• For those students for whom a career pathway is deemed inappropriate and unobtainable by parents and the multi-disciplinary team the requirement to prepare them for adult life will be met by providing access to the community to increase their breadth of experience and visiting possible placements to prepare them life after college.</li> </ul>

<p>6. Experiences of workplaces</p>	<p>Every student should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p>	<ul style="list-style-type: none"> <li>• Work experience – some completing a 4 week programme</li> <li>• Community Skills</li> <li>• Supported Internships</li> <li>• Work experience as part of course (ie H and SC at A/C)</li> <li>• For those students for whom a career pathway is deemed inappropriate and unobtainable by parents and the multi-disciplinary team the requirement to prepare them for adult life will be met by providing access to the community to increase their breadth of experience and visiting possible placements to prepare them life after college.</li> </ul>
<p>7. Encounters with further and higher education</p>	<p>All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<ul style="list-style-type: none"> <li>• Local College Open days</li> <li>• Taster days within Treloar/Alton College</li> <li>• University visits</li> <li>• Internship presentations</li> <li>• Apprenticeships presentations</li> <li>• Volunteering presentations</li> <li>• Taster sessions at local colleges</li> </ul>

		<ul style="list-style-type: none"> <li>• Career website</li> <li>• Due to the complexity of student`s needs, some students will not consider university as this is not applicable and the requirement to prepare them for adult life will be met by ensuring encounters and gaining experience of possible adult life placements and activities. Students are typically able to continue at college until the age of 25 when alternative placements may be more beneficial for others.</li> </ul>
8. Personal guidance	<p>Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school or college staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.</p>	<ul style="list-style-type: none"> <li>• EHCP outcomes and aspirations form the basis of discussion and advice</li> <li>• National Careers Service</li> <li>• Alton College career adviser</li> <li>• LA statutory responsibility for careers advice</li> <li>• Where appropriate, every student will have the information to access an appropriately trained person, to undertake a careers interview. For those students for whom a career pathway is deemed inappropriate</li> </ul>

		<p>and unobtainable by parents and the multi-disciplinary team the requirement to prepare them for adult life will be met by providing support and guidance for parents and opportunities to visit and become familiar with possible placements for the individual student.</p>
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**4. What constitutes effective advice, information and guidance (IAG)?**

The IAG offer will include:

- **Information** – that is accurate, up-to-date and objective information about personal and lifestyle issues, learning and career opportunities, progression routes, choices, where to find help and advice and how to access it.
- **Advice** – activities that help young people to gather understand and interpret information and apply it to their own situation.
- **Guidance** – impartial guidance and specialist support to help young people understand themselves and their needs, confront barriers, resolve conflicts, develop new perspectives and make progress.

### **At Treloar's careers advice and guidance will**

- Connect learning to the future.
- Motivate our students by giving them a clear idea of the possible routes to future employment/apprenticeship/volunteering opportunities that could be available to them.
- Widen students' horizons and show them what is possible.
- Challenge stereotypes.
- Raise aspirations.
- Provide the skills and knowledge necessary to make successful transitions to the next stage of their lives.
- Improve opportunities for our SEND students.

### **5. Careers entitlement for students at Treloar School and College**

Based on the above every young person at Treloar's is entitled to:

- Access to a careers programme through a planned programme of events, meetings and actions throughout their time at Treloar's, to build upon previous learning and understanding and to challenge set views and intentions.
- High-quality career guidance to make informed decisions about their future
- <sup>2</sup>Independent careers advice
- Unbiased careers guidance, showing no favouritism towards a particular institution, education or work option
- To receive an effective IAG service whilst feeling and remaining safe.
- Access to a range of providers
- Access to a highly qualified and experienced careers leader
- Guidance that will promote the best interests of the students to whom it is given

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<sup>2</sup> Independent is defined as external to the School/College

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## **6. Roles and responsibilities**

All staff on a daily basis will play a role in shaping a student's view of the future including the preparation for transition from college.

### **Governors:**

A member of the governing body is nominated to take a strategic interest in careers education and guidance and encourage employer engagement at the School and College.

It is the duty of governors to ensure that the following are implemented.

- Independent careers guidance is accessible to all students, that it is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option
- Arrangements are in place to allow a range of education and training providers to access school and college students as part of a broad approach to ensuring that all students have knowledge of all routes and options that are available to them

### **School and College Leadership team:**

- Will support the Careers Lead to formulate and implement an effective careers programme for the College

### **Personal Transition and Progress Coordinators (PTCs):**

- Members of the team will be qualified and trained working to a set of recognised professional standards for careers advisers
- Will work closely with the multi-disciplinary team to identify the support needs of the students and put in place personalised support to be able to access future education/training /work/volunteering.
- Support students to understand different career pathways.

- Support students to develop the skills, knowledge and experience they require to gain their career goals.
- Where appropriate work with families of students to help them understand what career options are possible, with the right support.

**Named Careers Lead:**

- Formulate the careers programme for all students across the College
- Support the delivery of the Treloar’s careers programme across the College
- With the support of the Senior Management Team

**Job Coach:**

- Will deliver a supported internship presentation to students working at Entry Level 3 and above.
- Will also work as part of the transition team to identify appropriate work placements.

**Teachers and Tutors:**

- Teachers and tutors should support careers education and the development of skills that employers need through the delivery of the curriculum and enrichment. This might be through employability and enterprise lessons, PSHE/PSD and work experience.
- Support the development of English and maths
- Students attending Alton College will follow their tutor group activities related to careers education and personal, social and health matters whilst at Alton College access to Career Adviser

### **Who will deliver careers advice and guidance in the College?**

- Careers advice will be delivered by Sarah Stewart Knibbs

### **When is careers advice and guidance delivered?**

- Post-16 to the end of education at Treloar College
- Progress and Transition Coordinators will continue to work alongside students for a minimum of 16 weeks after they leave Treloar's.

### **How is careers advice and guidance delivered?**

- Through the Treloar bespoke website

<http://bespoke.careercompanion.co.uk> with same username and password: treloarstrust.

This website has information aimed at students, parent and carers as well as activities

- Embedded into students courses and programmes of study



**See appendix one for Updated Transition assessment.**

## **Overview of a typical college careers programme for the academic year Alton College**

### **Students**

<b>Year 1</b>	<p>Introduction to Careers website and different career sectors</p> <p>Transition &amp; Work experience assessment to include support to put together an aim of placement, a work experience profile and targets future work placement. Support to complete planned work experience placement feedback from student/employer</p> <p>Access to meeting with A/C Career Adviser &amp; Review career action plan at the end of the year</p> <p>Parent day</p> <p>Challenging stereotyping &amp; raising aspirations</p> <p>Job Applications/mock interviews</p> <p>Annual Review</p> <p>LA (statutory responsibility) careers adviser</p>
<b>Year 2</b>	<p>Transition &amp; Work experience assessment to include support to revisit work experience profile and targets for future work placement. Support to complete planned work experience placement feedback from student/employer</p> <p>Interviewing a visitor from a career sector</p> <p>Volunteering presentation</p> <p>Apprenticeship presentation</p> <p>Internship presentation</p> <p>Annual Review</p> <p>Parent day</p> <p>Visits to university open days</p> <p>Review career action plan</p> <p>LMI</p> <p>Employability and enterprise skills</p> <p>Local Offer UCAS workshops on application process, student finance, PA support and personal statement.</p> <p>Careers website</p> <p>LA (statutory responsibility) careers adviser</p> <p>Visits to university</p> <p>Taster days within Treloar/Alton College</p> <p>Personal statement template</p>
<b>Year 3</b>	<p>Transition &amp; Work experience assessment to include support to revisit work experience profile and targets for future work placement. Support to complete planned work experience placement feedback from</p>

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	<p>student/employer</p> <p>UCAS Application Support</p> <p>Annual Review</p> <p>Parent day</p> <p>LMI</p> <p>Employability and enterprise skills</p> <p>Local Offer</p> <p>Job/apprenticeship /supported internship Applications/mock interviews</p> <p>LA (statutory responsibility) careers adviser</p> <p>Disabled Student Allowance</p> <p>Student finance</p> <p>Mock interviews for PA.</p> <p>Induction for supported internship programme</p> <p>Life beyond Treloar workshops</p> <p>Independence curriculum (if applicable)</p> <p>Leavers pack</p>
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## Overview of a typical college careers programme for the academic year

### Vocational/Independence/Employability students

<b>Year 1</b>	<p>Transition &amp; Work experience assessment to include support to revisit work experience profile and targets for future work placement. Support to complete planned work experience placement feedback from student/employer</p> <p>Aim of placement</p> <p>Work Experience Expectations</p> <p>Introduction to Careers website, different career sectors and self-employment</p> <p>Career action plan</p> <p>Raising aspirations</p> <p>Annual Review</p> <p>Parent day</p> <p>Employability and enterprise skills</p> <p>Challenging stereotypes</p> <p>Job Applications/mock interviews</p> <p>Careers website</p> <p>Complete CV</p> <p>Timetabled Transition session with PTC/Tutors</p>

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	<p>Local college open days</p> <p>Taster days within Treloar/Alton College</p>
Year 2	<p>Explore course related careers</p> <p>Update Transition &amp; work experience assessment</p> <p>Identify strengths and weaknesses of previous work experience</p> <p>Complete planned work experience placement feedback from student/employer</p> <p>Annual Review</p> <p>Parent day</p> <p>Preparation for work experience placement</p> <p>Local offer</p> <p>Volunteering presentation</p> <p>Internship presentation</p> <p>Apprenticeship presentation</p> <p>Review career action plan</p> <p>Careers website</p> <p>Visits to university</p>
Year 3	<p>Update Transition &amp; work experience assessment Complete planned work experience placement feedback from student/employer</p> <p>LMI</p> <p>Raising aspirations</p> <p>Apprenticeships presentation &amp; application process</p> <p>Annual Review</p> <p>Parent day</p> <p>Local offer</p> <p>Job/apprenticeship /supported internship Applications/mock interviews</p> <p>Timetabled Transition session with PTC/Tutor</p> <p>Employability and enterprise skills</p> <p>Review career action plan</p> <p>Careers website</p> <p>Induction for supported internship programme</p> <p>Leavers pack</p>

## Overview of a typical college careers programme for the academic year Preparation for Adulthood students

Year 1	<ul style="list-style-type: none"> <li>Transition assessment</li> <li>Annual Review</li> <li>Parent day</li> <li>Introduction to world of work (curriculum led)</li> <li>Visit from an external employer</li> <li>Person centred plan</li> <li>Community skills</li> <li>Taster experience of an internal work experience job</li> <li>Action plan completed including skills checklist</li> <li>Person Centred plan</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Visit to an external employer</li> <li>Update transition assessment</li> <li>Annual Review</li> <li>Parent day</li> <li>How to fill my day</li> <li>Taster experience of an internal work experience job</li> <li>Person centred plan</li> <li>Update Person centred plan</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Visit to an external employer</li> <li>Update transition assessment</li> <li>Community skills</li> <li>Annual Review</li> <li>Parent day</li> <li>Person centred plan</li> <li>Taster experience of an internal work experience job</li> <li>Update Person centred plan</li> <li>How to fill my day</li> <li>Leavers pack</li> </ul>

## Overview of a typical college careers programme for the academic year Sensory and Interactive students

<b>Year 1</b>	<ul style="list-style-type: none"> <li>Transition assessment</li> <li>Parent visit</li> <li>Annual review with MDT &amp; external agencies</li> <li>Parent day</li> <li>Introduction to world of work (curriculum led)</li> <li>Visit to a workplace</li> <li>Person centred plan</li> <li>Taster experience of an internal work related learning role</li> <li>Action plan completed including skills checklist</li> <li>Community skills</li> <li>Weekly MDT</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Enterprise activity (curriculum led)</li> <li>Annual review with MDT &amp; external agencies</li> <li>Update transition assessment</li> <li>Community skills</li> <li>Parent day</li> <li>Visit to a workplace</li> <li>Taster experience of an internal work related role</li> <li>Update Person centred plan</li> <li>Weekly MDT</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Annual review with MDT &amp; external agencies</li> <li>Update transition assessment</li> <li>Taster experience of an internal job</li> <li>Community skills</li> <li>Parent day</li> <li>Update Person centred plan</li> <li>How to fill my day</li> <li>Weekly MDT</li> <li>Leavers pack</li> </ul>

## **7. How we evaluate our advice and guidance**

- We evaluate the effectiveness of careers programme using aim of placement data from our destinations survey.
- Feedback from students, parents, teachers and employers of current students
- Long term destination data (as time is a factor in securing employment for our students).
- Alumni network

## **8. Record keeping**

Colleges and school are required to keep systematic, comprehensive and accurate records of the advice given to each student. Records should be kept from the first point of contact with the student in their transition file.

## **9. Regulatory Standards**

Under the new Ofsted framework which comes into force in September 2019, a successful careers programme will be reflected in the number of young people who progress to positive destinations.

### **The further education and skills handbook indicates that...**

Inspectors will inspect how high quality impartial careers guidance enables students to make progress to move to higher level of qualification, employment, further training or independent living when they are ready to do so and how well students develop personal, social and independent learning skills (FE)

## **10. Links to other Treloar Policies and Procedures:**

- SMT0067 Staff Guidance on the School and College ILP/IEP process
- SMT031 Work Experience Policy and Procedure
- SMT057 Student Entitlement; Employability and work experience

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## 11. References :

- Department for Education: Statutory Guidance and access for education and training providers October 2018
- Ofsted inspection handbooks

## 12. Implications of Policy/Procedure

### 12.1 Training Requirements

- All PTCs and Tutors will receive training in this policy

### 12.2 Communication Requirements

How will the Policy/procedure be communicated:	Via SharePoint Staff Meeting On the website
Who will ensure the above communication is carried out:	Head of Quality Head of College Progress an Transition Manager
Do the changes made to this policy/procedure affect any other policies/procedures? If yes, has this been communicated to the policy/procedure author/owner	NA

### 12.3 Inclusive communications

If you require this document in an alternative format, such as large print, audio description or a colour background, please contact Jo Cox at [jo.cox@treloar.org.uk](mailto:jo.cox@treloar.org.uk)

### 12.4 Other Implementation Requirements

**Not applicable**

## 13. Revision History

Listed below is a brief audit trail, detailing amendments made to this policy procedure in last 4 years

Page/para No.	Brief description of the change(s)	Change made by	Date
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Throughout	General update throughout document	Maria Sherwood	August 2021

**IMPORTANT NOTES:**

It is essential for those with designated responsibilities to familiarise themselves with the sources of information, referred to above.

Policy documents describe mandatory minimum standards and will be subject to audit and review. Line managers are required to ensure suitable and sufficient arrangements are in place to meet policy requirements, including the provision of information and instruction to staff.



Appendix 1



College Transition Log and Work Experience/Transition Planning Assessment

<b>Name / Date of Birth of Student</b>	
<b>Student Pathway</b>	<u>College</u> Sensory and interactive (P Level) Preparation for Adulthood (P Level to Entry Level 1) Preparation for Adulthood (Entry Level 1 & 2) Preparation for Adulthood (Entry Level 3 & Level 1) Vocational (Level 1, 2 & 3) Alton College (Level 2 & 3) Employability/Independence Internship
<b>Date and name of Persons present at initial assessment:</b>	

Current programme of study

<b>Aim of Placement:</b>	
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Ongoing all year	Sensory and interactive P Level students	Preparation for Adulthood P Level to Entry Level 1 students	Preparation for Adulthood Entry Level 1 & 2 students	Preparation for Adulthood Entry Level 3 & Level 1 students	Vocational Level 1, 2 & 3 students	Alton College students Level 2 & 3 students
Transition meetings with families & external agencies						
Annual Special Education Needs Review						
Introduction to careers website session						
Weekly transition sessions						
Community skills sessions						
Bespoke communication program						
Encounters with employers						
Internal observational work experience						
External work experience as appropriate						
Volunteering presentation						
Taster days within Treloar/Alton College						
Local College open days						

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Apprenticeships presentation						
Internship presentation						
Enterprise or Employability sessions						
UCAS workshops on application process						
Disabled Student Allowance						
Student finance						
Mock interview for PA						

<b>All About Me</b>	
Likes and dislikes (use talking mat resources if appropriate)	
<b>Transition –future living plans/ aspirations</b>	
<p>Do you know what type of housing you want to live in after Treloar’s? Where?</p> <p><b>Prompts:</b> at home, in a residence with other young people etc.?</p>	<ul style="list-style-type: none"> <li>• Returning home <input type="checkbox"/></li> <li>• With family support <input type="checkbox"/></li> <li>• With care package <input type="checkbox"/></li> <li>• To student owned property <input type="checkbox"/></li> <li>• To attached annex <input type="checkbox"/></li> <li>• Accommodation within a university <input type="checkbox"/></li> <li>• Accommodation within a College <input type="checkbox"/></li> <li>• Supported living - solo <input type="checkbox"/></li> <li>• Supported Living – small group accommodation <input type="checkbox"/></li> <li>• Supported living - Residential accommodation <input type="checkbox"/></li> <li>• Independent adult living (IAL)24/7 support <input type="checkbox"/></li> <li>• IAL – Live in support <input type="checkbox"/></li> <li>• IAL – Non live in support <input type="checkbox"/></li> <li>• IAL – PA <input type="checkbox"/></li> </ul>
Have you visited any potential future living placements?	
Have you discussed your future living plans with anybody else? Who have you talked to about your living plans?	
How much do you already know about making arrangements for future living?	<i>Please explain what you know</i>
<b>Education-future plans/aspirations</b>	

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Policy/Procedure No: SMT009

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<p>Do you want to continue with education after you have left Treloars. If so, what would you like to do?</p>		<ul style="list-style-type: none"> <li>• Another Specialist College <input type="checkbox"/></li> <li>• Further Education <input type="checkbox"/></li> <li>• Higher Education <input type="checkbox"/></li> <li>• Adult Education <input type="checkbox"/></li> <li>• Attendance Day centre <input type="checkbox"/></li> <li>• Independent Living placement <input type="checkbox"/></li> </ul>
<p>How much do you already know about continuing with your education?</p>	<p><i>Please explain what you know</i></p>	
<p><b><u>Community Participation</u></b></p>		
<p>Do you attend any clubs/are you part of any organisations outside of Treloar?</p>		
<p>Have you thought about activities you would like to do when you leave Treloar?</p>		
<p>Do you have any idea of how you will fill your days when you leave Treloar?</p>		
<p>Would you like to work/volunteer in the future?</p>		
<p>What do you like doing when you're not in lessons</p>		
<p><b><u>Work Experience/Volunteering future plans/aspirations</u></b></p>		
<p>Have you done Work Experience/training?  If so, did you enjoy this?  What did you do?</p>		
<p>Strengths: What are you good at?  Prompts: Making things, using a phone, using numbers, using money, talking to people, telling the time, reading and writing?  Who would you like to work with? Prompts:</p>		

Animals, people, children  What would you like to work with? Prompts: Computers/office, plants, food and drinks, music and art, transport, customer service, education		
Weaknesses: What areas do you struggle with and need to develop?		
What support will you need when you are out on your work experience? Including personal support and specialised equipment e.g. hoist		
Is there any kind of work experience you would not like to do?		
Is there any type of work that you would like to know more about?		
What type of employment would you like in the future		<ul style="list-style-type: none"> <li>• Full time paid <input type="checkbox"/></li> <li>• Part time paid <input type="checkbox"/></li> <li>• Supported employment FT <input type="checkbox"/></li> <li>• Supported employment PT <input type="checkbox"/></li> <li>• Voluntary employment FT <input type="checkbox"/></li> <li>• Voluntary employment PT <input type="checkbox"/></li> <li>• Self-employment FT <input type="checkbox"/></li> <li>• Self-employment PT <input type="checkbox"/></li> <li>• Apprenticeship/Internship <input type="checkbox"/></li> <li>• Other on the job training scheme <input type="checkbox"/></li> </ul>
What employment sectors are you interested in working/volunteering in?	Accounting/Banking/Finance <input type="checkbox"/> Computing/IT <input type="checkbox"/> Performing Arts <input type="checkbox"/> Art and Design <input type="checkbox"/> Retail <input type="checkbox"/> Customer Service <input type="checkbox"/> Marketing/Advertising/PR <input type="checkbox"/> Human Resources <input type="checkbox"/> Public Services <input type="checkbox"/>	Health and Social Care/Childcare <input type="checkbox"/> Sport and Leisure <input type="checkbox"/> Teaching <input type="checkbox"/> Engineering/Manufacturing <input type="checkbox"/> Travel and Tourism <input type="checkbox"/> Hospitality and Catering <input type="checkbox"/> Other (please state).....

Career Interview-date-we agreed   
---------------------------------------------

By when

Where can I find out more information?

[www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk)   [www.altoncollege.ac.uk](http://www.altoncollege.ac.uk)   [www.notgoingtouni.co.uk](http://www.notgoingtouni.co.uk)   <http://www.ucas.com/>  
[www.bespoke.careercompanion.co.uk](http://www.bespoke.careercompanion.co.uk)   Username treloarstrust Password treloarstrust

**Transition Log:**

<b>Date</b>	<b>Detail</b>	<b>Next Step</b>

Signed: \_\_\_\_\_ Date:

Signed: \_\_\_\_\_ Date:

## Equality Impact Assessment (EIA) - Stage 1

<b>Name of Policy / Function/Decision</b>	Careers Guidance - College						
<b>Name of Assessor / Author /Lead</b>	Jo Cox						
<b>Start Date</b>	24 <sup>th</sup> Jan 2020						
<b>This EIA is being undertaken because it is:</b>	<i>Delete as appropriate</i> <ul style="list-style-type: none"> <li>• A result of new policy</li> </ul>						
<b>Screening</b>							
<b>Does the policy affect employees, students or other stakeholder groups? Could the impact be significant to that group of people?</b>					Y		
<b>Is it a major policy with a significant effect on how our core business is delivered?</b>					Y		
<b>Does it involve a significant commitment of resources?</b>					Y		
<b>Does it relate to an area where there are known inequalities (e.g. gender pay gap, hate crime, accessibility of IT)</b>					N		
If the answer to any of these questions is 'YES' then continue to complete Equality impact assessment. If you are unsure about the answer to any of these questions please contact EDI Co-ordinator or Head of Quality for further support.							
<b>Has the screening identified the policy as having relevance to the any of the following groups?</b>							
Age	N	Disability	N	Sexual Orientation	N		
Race	N	Sex/Gender	N	Religion or Belief	N		
Gender Reassignment	N	Pregnancy or Maternity	N	Marriage or civil partnership	N		
Have we shown due regard for the 9 protected characteristics within the policy/procedure/decision?				Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Are all opportunities to promote equality taken within the policy/procedure/decision?				Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Have we stated how we will monitor the implementation and impact of this policy/decision?				Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
<b>Date of Screening</b>				24 <sup>th</sup> January 2020			
<b>Approval by EDI</b>				Jo Cox			
<b>Refer Policy/Procedure to EDI Co-ordinator for further Stage 2 Assessment (if required)</b>				Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

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