

Thornbeck College

Preparing for Adulthood and Careers Education,
Information, Advice and Guidance Programme

north east
autism society

VISION AND VALUES FOR PREPARING FOR ADULthood (PFA) AND CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)

Introduction

Excellent careers guidance makes sure there is equality of opportunity. It unlocks potential and transforms outcomes for learners

We will strive for a culture of having the right advice, in the right place, at the right time – backed up by the experiences with employers and educators that make a difference.

At Thornbeck College we want:

- All learners to understand the full range of opportunities available to them, to learn from employers about work and the skills that are valued in the workplace and to have first-hand experience of the workplace;
- All learners to receive an excellent programme of advice and guidance that is delivered by individuals with the right skills and experience;
- All learners to have support tailored to their personal needs. All learners to access free face-to-face advice, with more bespoke support for those who most need it;

Gatsby Benchmark 1- A stable careers programme

Careers education, advice and guidance is embedded within our curriculum and is led by the college Principal. The strategy is known and understood by learners, parents/carers, staff, governance and employers. Our strategy has one purpose; to support individuals with SEND to get the life they want. The aim is that each individual will be provided with the support they need to do that; support to choose, support to learn, support to thrive and support to translate their personal aspirations into positive outcomes. Thornbeck College promote a focus on outcomes that are transferable to the real world;

All agencies and providers who work with Thornbeck College will share this common purpose and will be accountable to learners and their parent, carer's measures which demonstrate the degree to which this objective is met.

The Preparing for Adulthood strategy will provide the framework to ensure that learners achieve the best possible learning outcomes in order to successfully progress into adult life. They will be supported to do this through high quality, coherent, personalised learning programmes which have been planned and developed according to the individual's aspirations and needs.

Thornbeck College uses the themes in the Preparing for Adulthood outcomes framework to help both shape and evaluate the impact of careers education, information, and advice and guidance strategy.

Our whole-college careers programme involves details of how activities will support and enable learners to make better decisions about their futures.

To demonstrate our compliance with the SEND Code of Practice our Careers Programme includes information for supporting learners in their preparation for adulthood.

At Thornbeck College coherent personalised learning programmes support learners to reach their aspirations. Learners have access to a wide range of vocational sessions, they have access to high quality community work experience placements and participate in a range of social enterprise activities.

Preparing for
Adulthood



Gatsby Benchmark 2- Learning from career and labour market information

Our careers programmes enables learners to make informed choices about their future. In addition to considering personal skills, interests and ability, learners will also make decisions based on job availability and their own experiences of work and education providers.

There is valuable engagement with a wide range of employers, and their input is used in an efficient and targeted manner. Effective use is made of external agencies, education providers, businesses and the community to provide enrichment opportunities, information and expertise.

Learners are provided with direct experiences of the world of work which deliver outcomes and personal targets set by the young person in line with their skills development. Learners and their parents are aware of the range of employment and learning opportunities, and can make informed decisions considering both suitability and availability.

Careers information focuses on raising aspirations, building awareness and understanding personal possibilities as well as providing opportunities for developing work-based skills.

Information is provided to learners in a variety of mediums, including face to face support, online resources, and access to external providers and planned careers education delivery. Up to date information is provided to learners in a method that suits their learning style and personal aspirations.

Learners, parents and staff are aware of the support and information available, and planned activities are well promoted - particularly to those who benefit most.

Career and labour market information (LMI) includes information on:

- Career pathways and progression routes
- Applications and interviews
- Education providers, courses, qualifications, entry requirements and costs
- Skills and occupations
- Professional bodies
- Employment sectors, employers, jobs, salaries and employment trends
- Job programmes, supported internships, traineeships and apprenticeships
- Job demands and working life
- Financial planning

Gatsby Benchmark 3- Addressing the needs of each learner

The concepts of coherence and personalisation are key to our careers programme. All learners are offered a programme that is tailored to their individual needs, taking account of their starting point and aspirations.

A creative approach is taken to achieve the planned destination, this could include an individual travelling independently to a paid job or an individual needing 24/7 care and support.

There is demonstrable impact of the careers guidance programme in helping learners to make informed choices about their next steps. There are centralised records which capture every intervention, and the effectiveness and impact of each. The impact of interventions with vulnerable learners is continuously appraised.

A mixture of formative and summative monitoring is used, and evidence of impact includes skills progression, destination data, aspirations data, progression against set targets and learning outcomes, and feedback gathered from learners, parents and staff. There is a continual improvement plan in place to ensure that the careers guidance programme is meeting the needs of the learners, is effective, and is providing value for money where applicable. Staff across the college are encouraged to develop and contribute to the strategy.

Destination data and sustained destination data is collated and analysed on an annual basis. The College maintains contact with past learners to create an opportunity for an alumni network and inspiring role models for current learners

Gatsby Benchmark 4- Linking curriculum to careers

DELIVERING CEIAG AND PFA

Personalised, coherent, real life experiences, promoting a focus on outcomes that are transferable to the real world

Age	Education/Employment	Independent Living	Community Participation	Good Health
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Post 16 (16-19)	Build on strengths and interests highlighted in personal plans/profiles	Managing bill (e.g. mobile phone)	Developing new friendships	Taking responsibility for dental and optical appointments
	Apprenticeships	Managing potential income including Personal Independence Payments	Personal budgets (how could they be spent post-16 to further PFA aspirations)	Managing own health
	Supported internships	Residential and local learning options	Managing your time	Transition to adult health services
	Traineeships	Mental capacity-supported decision making	Being safe in the community	Knowing when you need to see the GP
	CV writing	Understanding consent and best interests	Understanding drug and alcohol	Staying physically active and healthy
	Skills in applying for jobs or further education	Life skills	Volunteering	Understanding relationships, including: Sexual relationships
	Interviewing	Managing your time	Understanding the criminal justice system	Choice and consent
		Transition to adult care	Knowing where to go for help and how to use the emergency services	Safety and Good health
		Being safe in your home		
		Understanding different types of living arrangements- what arrangements are positive and possible for each individual		
(19-25)		Actively planning for future living arrangements with family, LA etc.		
	Consolidating learning	Arranging potential independent/supported living options	Accessing adult social care post-18	Managing health appointments
	Taking part in adult education/community learning	Planning other living arrangements	Maintaining friendships outside of an education setting	
	Understanding support from LA, e.g. do they have a supported employment service?	Understanding correspondence/bills		
	Completing outcomes in EHC plan	Continuing to develop independent living skills as part of a study programme		
	Voluntary work			
	Knowing how to access support from Job Centre post-education			
	Paid work or further education			
	Understanding benefits			

Gatsby Benchmark 5- Encounters with employers and employees

The College have built extensive sustainable partnerships with local employers. Every learner has multiple opportunities to learn about the world of work. This is delivered through a range of activities which could include:

- Social enterprises
- Structured encounters with employers in College
- First hand encounters with employers external visits
- Mentoring talks
- Career talks
- Mock interviews
- Study programmes
- Supported internships

These encounters are well planned and help increase learners motivation and confidence.

Gatsby Benchmark 6 - Experiences of workplaces

Work experience provides learners with first-hand knowledge of the working environment. Every learner has access to workplace experiences. This is delivered through;

- Weekly high quality work experience placements
- Work shadowing
- Work place visits
- Volunteering placements
- Social enterprises
- Study programmes
- Supported internships

Gatsby Benchmark 7- Encounter with further and higher education

Learners have access to a full range of learning opportunities. This includes, academic, technical and vocational routes that are available to them. Meaningful encounters include:

- College/college links
- Visits to general FE colleges in their local area
- Supported internships
- Study programmes

Gatsby Benchmark 8- Personal guidance

Learners have access to continued guidance and support to help them explore opportunities and develop skills to make effective transitions. Learners have access to Vocational profiles which are used as part of the provision of information, advice and guidance

Transition starts from entry into college. There are opportunities to discuss an individual's futures and identify a system of support from all relevant agencies. The EHCP will aim to support an individual's achievements in relation to their learning and future employment, home and independence, friends, relationships and community and health and well-being.

Learners have opportunities for guidance interviews with a career advisor.