



Employment and Careers Policy

Policy Owner	Sophie Evitts
Role	Head of Site
Date issued	June 2022
Chair of Governors Signature	Suzanne Millership-Liddle
Date and Minute Number	18th July 2022 - 905

Next review date	Reviewed Date	Reviewed By	Changes made to the policy	Date and Minute number	Chair of Governors signature
	12/02/23	SE	Provider access policy taken out and made as individual policy	27 th March 2023 minute number 945	<i>S. Goleman Jones</i>
March 2025	15/03/24	JR	Changes highlighted in yellow	15/04/2024 - 1013	<i>S. Goleman Jones</i>
June 2025	06/06/2024	JR	Changes highlighted in yellow: the term 'vocational profiling' changed	17/06/2024 - 1023	<i>E. Watts</i>

			to 'Careers, information, advice and guidance interview' Some sentences removed as no longer relevant/repeated		
April 2025	15/04/25	Sophie Evitts	Policies to be read alongside listed Taken out post 16 info as in own policy	16/06/2025 – 1080	<i>EWattS</i>
April 2027	10/04/2026	Sophie Evitts	Updated for approach terminology and parent calendar	20/04/2026 - 2021	<i>EWattS</i>

INTRODUCTION

Brackenfield SEND School achieved the national Quality in Careers Standard using the Career Mark approach on Monday 4th March 2024.

The national average of working age people with long term support in place due to their Learning Disability, who are in any form of paid employment, has fallen from 5.9% to 5.1% in 2020/21.

Locally across D2N2 the average is 1.8%

The careers provision at Brackenfield SEND School is designed to be realistically aspirational and aims to give all young people the opportunity to develop employability skills, whether that be for hobbies, volunteering or paid employment.

Teaching and Learning

Careers provision is integrated into the curriculum and personal development offer at Brackenfield SEND School. Our pupils have a variety of complex needs therefore the curriculum follows two approaches: informal and semi formal. Typically, informal learners will always require co-regulation and therefore their experience of employment learning will be a contrast to that of semi-formal learners; this is subject specific, and for some pupils may be teacher led learning. Employment is one of our 4 life skills subjects. It is assessed across all pathways for all pupils, from 3 years upwards. Typically, Employment learning is embedded in an in-formal approach and a younger semi-formal approach. Older semi-formal classrooms (from year 7 onwards) have subject specific Employment lessons as part of the life skills curriculum. The foundations of employment skills are embedded in both an informal and semi-formal approach.

Pupils will have employment personalised learning intentions where their development shows these early skills and assessment shows these pupils will be able to live semi-independently.

Informal pupils will experience employment opportunities through whole school projects, pupil voice, enrichment experiences and interests and motivators. Transition planning for this cohort will look at specialist provision where support and next steps takes into account their preferences and complexity of needs.

Approach	Curriculum Impact	Next Stage of Provision Looks Like (Post 16)
Pre	<p>Pupils can get needs met either through simple communication or adults reading and understanding the pupil.</p> <p>Independent navigation of familiar world.</p> <p>Ability to express needs and share wants.</p> <p>Aware of their dislikes and interests.</p> <p>Know what makes them content and be able to access this themselves.</p>	<p>Specialist post-16 provision, with sensory input- additional services supporting and constant support (pre-entry/ entry 1 continuum)</p> <p>Social Care referrals</p>
Emergent	<p>Development of thinking and problem-solving skills</p> <p>Navigate and explore world</p> <p>Can share opinions, obtain, and give information</p>	<p>Supported internship in low/ medium-risk placements; volunteering placements or long term supported placements aimed at long term community placement/ long term volunteer</p> <p>Study programmes built around PfA outcomes (entry 1-2)</p> <p>Possible social care referrals</p>
Functional	<p>Development of competency to independently explore the world and keep safe</p>	<p>Supported internships in in medium/ high risk placements; work experience placements across different settings to build skillset then working interview aimed at paid employment</p> <p>Study programmes built around PfA outcomes (entry 2-3)</p> <p>Possible social care referrals</p>

What it looks like in Classrooms (before employment specific sessions)

Pre and Emergent careers activities	Emergent and Functional careers activities
<p>Learning routines</p> <p>Learning steps in simple activities</p> <p>Engagement skills</p> <p>Learning to make simple requests</p> <p>Responding to simple requests</p> <p>Recognising personal hygiene needs</p> <p>Taking part in group activities</p> <p>Shared enjoyment</p>	<p>Learning and following routines</p> <p>Playing simple games with rules</p> <p>Completing tasks</p> <p>Role play</p> <p>Teamwork and communication with peers</p> <p>Planning tasks and activities</p> <p>Communication with different people</p> <p>Finding one's skillset</p> <p>Adding value to group activities by taking part</p> <p>Recognising people in the community</p> <p>Recognising one's achievements</p> <p>Self-management of routines</p> <p>Managing changes in routines</p> <p>Peer interactions to problem solve</p> <p>Knowing skill set</p> <p>Understanding the community and roles of different people within it; i.e. shop keepers, Police, nurses, doctors, factory workers, teachers, cleaners etc.</p> <p>Practising transferrable life skills to support independence i.e. use of ICT, reading, budgeting, using money, telling the time</p> <p>Careers, Information, Advice and Guidance interview</p> <p>Assigned responsibilities within class groups</p> <p>Time keeping</p> <p>Development Brackenfield Characters including motivation and commitment</p> <p>Health and safety</p> <p>Online safety</p>

What it looks like in planning and assessment

The B-Skills tracker has the skills and activities pupils need to access and be secure in to have a well-rounded understanding of careers, transitions into adulthood and the world of work. See the Teaching and Learning policy for more information on b-skills.

Preparing for Hobbies and Employment Long Term Plan



KS1

I will experience:

- visiting other classrooms
- Enrichment events
- Forest schools
- Immersive experiences
- Community visits
- Developing communication skills
- Tolerating being with peers

I will continue to experience KS1 and also take part in:

- Recognising familiar people
- Communicating my needs and wants
- Developing interests and preferences

KS2

I will continue ks1/2 experiences and learn about:

- Regulating myself
- Meeting my own needs
- Adults can help me
- How to be safe in the community, with supervision

KS3

I will continue the KS1/2/3 experiences and have the opportunity to:

- Establish a routine including places I enjoy like swimming, local parks, cafes and enrichment events
- Visit lots of post 16 and further education provisions to help me have agency in my choices
- Plan my transition to adulthood with my carers
- Establish links with social care and health services to ensure I have these services available to me as an adult

KS4

In key stage 5 and as I prepare to leave Brackenfield and transition to my next educational provider, I will:

- have an identified key worker at my new provider
- Develop an awareness of new staff and new locations
- Have a detailed transition plan in place to ensure my needs are met throughout transition
- Have regular visits to new provider to reduce anxieties
- have referrals made to additional services if required

KS4/5

Preparing for Hobbies and Employment



KS1

I will experience:

- Tuck shops
- Enrichment events
- Forest schools
- School community events
- Community visits
- Developing communication skills

KS2

I will take part in:

- Class job roles
- Recognising people in the community
- Communicating with different people
- Leading projects with peers
- Knowing what I am good at
- Developing interests and preferences

KS3

I will learn about:

- Different types of jobs
- Different skills I need for different jobs
- What types of jobs I might like
- Where different people work
- Employers and places of work

KS4

I will have the opportunity to:

- Meet different employers and visit workplaces
- Visit lots of post 16 and further education provisions to help me choose my favourite
- Take part in employment based college sessions
- Practice my skills in different short term work experience placements
- Learn skills I need for my preferred job type
- Take part in enterprise projects
- Complete a Careers, Information, Advice and Guidance interview

Alongside the KS4 and 5 offer and I will:

- Complete weekly long term work experience placements
- Complete external working interviews
- Complete vocational learning to enhance my CV and employment opportunities
- Meet peers within employment and develop colleague relationships
- Meet DWP and visit Job Centre staff
- Manage wages/ money for myself as much as possible
- Have job interviews and prepare to have a job

KS4/5



Parents and Carers Involvement

This table explains what parents and carers will be **invited to or informed about by school**, and **what families can do at home**, across all pathways and year groups to support preparation for adulthood in hobbies and employment.

This will be discussed in EHCP annual reviews and documented within the relevant sections as part of reviews.

Key Stage	Year Group	Pre Pupils	Emergent Pupils	Functional Pupils
EYFS	Nursery	<p>School shares: interests, motivators, sensory regulation, engagement in routines</p> <p>Parents do: share what comforts and motivates your child; build predictable routines; encourage simple choices</p>	<p>School shares: early independence and communication development</p> <p>Parents do: encourage simple requests, turn-taking and helping with play routines</p>	<p>School shares: early responsibility and shared tasks</p> <p>Parents do: encourage self-help (snack, tidy-up); talk positively about helping roles</p>
	Reception	<p>School shares: enrichment experiences and supported community exposure</p> <p>Parents do: reinforce routines; support tolerance of new people and places</p>	<p>School shares: communication, early independence and engagement progress</p> <p>Parents do: encourage independence in self-care and play</p>	<p>School shares: class responsibilities and teamwork</p> <p>Parents do: encourage responsibility at home; model routine and expectations</p>
1	Year 1	<p>School shares: engagement, regulation and comfort in environments</p> <p>Parents do: reinforce routines; support supported exploration of environments</p>	<p>School shares: independence and communication development</p> <p>Parents do: encourage helping with simple jobs; support confidence</p>	<p>School shares: early responsibility and group tasks</p> <p>Parents do: encourage independence with dressing, eating and routines</p>

	Year 2	<p>School shares: early Preparing for Adulthood outcomes</p> <p>Parents do: build tolerance of change with support; share concerns</p>	<p>School shares: awareness of roles and routines</p> <p>Parents do: talk about helpers and jobs; encourage independence</p>	<p>School shares: early careers awareness in everyday contexts</p> <p>Parents do: encourage responsibility and confidence</p>
2	Year 3	<p>School shares: EHCP focus on engagement and independence</p> <p>Parents do: extend routines at home; encourage participation</p>	<p>School shares: hobbies, interests and regulation</p> <p>Parents do: explore hobbies; encourage self-care</p>	<p>School shares: responsibility and teamwork</p> <p>Parents do: encourage regular home responsibilities</p>
	Year 4	<p>School shares: supported community experiences</p> <p>Parents do: support access to community with reassurance</p>	<p>School shares: developing independence and confidence</p> <p>Parents do: encourage trying new activities</p>	<p>School shares: awareness of community roles</p> <p>Parents do: build independence in the community</p>
	Year 5	<p>School shares: preparation for KS3 transition</p> <p>Parents do: prepare for change gradually</p>	<p>School shares: decision-making and independence</p> <p>Parents do: encourage problem-solving</p>	<p>School shares: leadership opportunities in school</p> <p>Parents do: discuss future hopes positively</p>
	Year 6	<p>School shares: KS3 transition planning</p> <p>Parents do: attend meetings; reinforce routines</p>	<p>School shares: communication and independence expectations</p> <p>Parents do: encourage confidence and autonomy</p>	<p>School shares: responsibility, teamwork and preparing for secondary routines</p> <p>Parents do: encourage punctuality and independence</p>

3	Year 7	<p>School shares: early PfA outcomes and supported exposure</p> <p>Parents do: share anxieties early; keep routines consistent</p>	<p>School shares: careers learning embedded in curriculum</p> <p>Parents do: encourage self-expression and independence</p>	<p>School shares: introduction to different job types</p> <p>Parents do: talk about work positively</p>
	Year 8	<p>School shares: introduction to transition planning</p> <p>Parents do: share aspirations and concerns</p>	<p>School shares: employer encounters and enrichment</p> <p>Parents do: support hobbies linked to real life</p>	<p>School shares: increasing careers awareness</p> <p>Parents do: encourage responsibility and independence</p>
	Year 9	<p>School shares: formal transition planning to adulthood begins</p> <p>Parents do: start planning adult support needs</p>	<p>School shares: work-related learning awareness</p> <p>Parents do: discuss future choices</p>	<p>School shares: CIAG and work-experience preparation</p> <p>Parents do: explore post-16 options together</p>
4	Year 10	<p>School shares: bespoke adulthood pathways</p> <p>Parents do: attend planning meetings; support emotional readiness</p>	<p>School shares: supported work experience and provider visits</p> <p>Parents do: encourage reliability and routines</p>	<p>School shares: work placements, enterprise projects</p> <p>Parents do: support attendance, punctuality and independence</p>
	Year 11	<p>School shares: final transition and adult services planning</p> <p>Parents do: engage with social care where advised</p>	<p>School shares: post-16 transition and independence skills</p> <p>Parents do: encourage self-advocacy</p>	<p>School shares: post-16 applications and work experience review</p> <p>Parents do: support decision-making and next-step planning</p>

5	Year 12-13	<p>School shares: transition to adult provision and long-term support</p> <p>Parents do: ensure adult services are in place</p>	<p>School shares: supported internships / volunteering</p> <p>Parents do: encourage independence in daily living</p>	<p>School shares: sustained work experience and employment guidance</p> <p>Parents do: support work routines and independence</p>
	Year 14 (Leavers)	<p>School shares: final transition and handover</p> <p>Parents do: support wellbeing and adjustment</p>	<p>School shares: meaningful activity and community participation</p> <p>Parents do: maintain routines and engagement</p>	<p>School shares: employment, benefits and adulthood planning</p> <p>Parents do: continue to encourage independence and advocacy</p>

Employer Voice

Working with employers has lifelong impact for young people with SEN. It creates real life experiences; learning in the right context; wider relationships within the community; support networks; enriching life experiences; increased resilience; developing the voice and giving the choice.

In turn employers increase their inclusive approaches, including acceptance and tolerance culture; impact on mental health for all adults; Social Corporate Responsibility; reduced staff turnover; inclusivity and diversity; economical impact on employment statistics.

Employers tell us they want young people to be prepared for employment in the following ways.

Qualities:

- Commitment, loyalty and reliability
- Friendly and polite
- Hard working
- Enthusiasm and passion
- Curiosity
- Creative and idea generator
- Empathy
- Honest and responsible
- Teamwork
- Problem solver
- Mindful and kind
- Respectful
- Compliant
- Organised

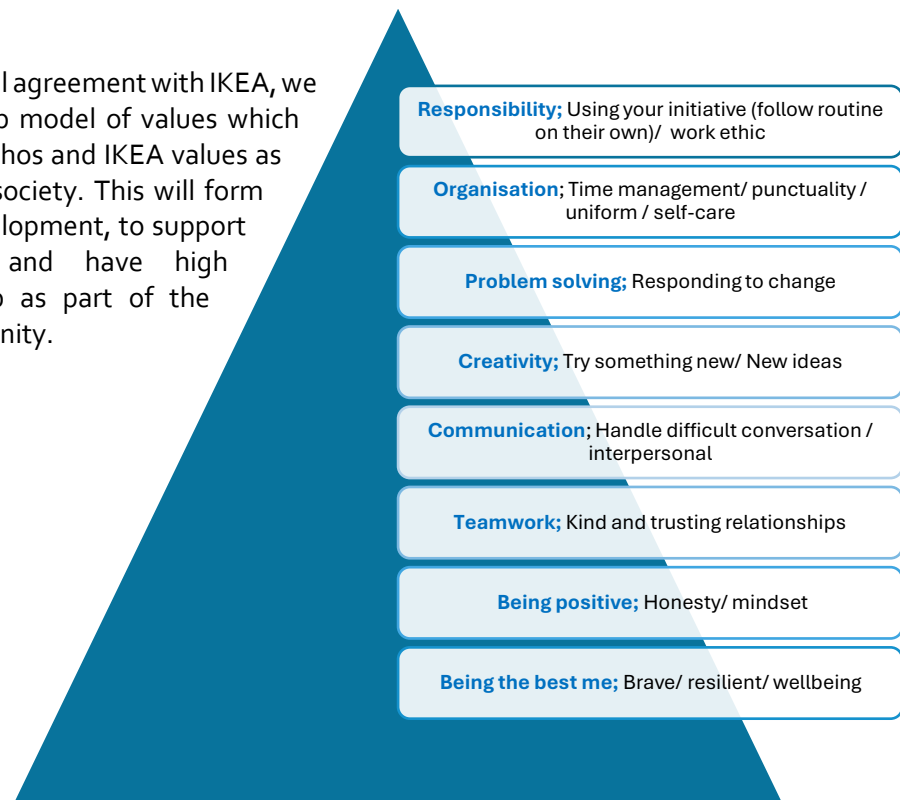
Alongside these qualities, employers are keen for employees to be self-advocates. Employers are keen for employees to be able to articulate what they can do, what they enjoy, when they need help and if something is wrong. This is one of the most important things for employers.

Skills:

- Attendance and time management
- Communication; talking to people in society, approaching people to talk to them, body language, people's responses to you; asks questions
- Admin
- Using a computer and social media; taking photos, making videos, excel, word, PowerPoint
- Listening to and informing others
- Dealing with change
- Dealing with customers attention to detail
- Safety aware
- Hands on and practical skills

Ikea Partnership:

As part of our service level agreement with IKEA, we have created a joined up model of values which present Brackenfield's ethos and IKEA values as a company and part of society. This will form the basis of post 16 development, to support holistic development and have high standards of citizenship as part of the school and wider community.



We work with employers to help them understand the need for inclusive practice, covering the following areas of vulnerabilities for our children and young people as they enter adulthood:

- Vulnerable to exploitation
- Adapting to change
- Managing unpredictability
- Making needs/ wants known to others
- Mental health implications of needs
- Ability self-reflect
- Literal interpretation
- Sense of shame

We offer advice and guidance covering the following areas:

- Observe and work to strengths
- Motivators and regulators; including relationships
- Processing time and time to build trust
- Recognise attention
- Be predictable, approachable and patient
- Walk through changes in routine
- Identified key worker/ mentor for regular check-ins
- Access to work funding
- Relationships: Familiar peers, Approachable, Check ins, Processes
- Routines: Clear expectations and visual reminders, Visual aids, Brain breaks, Consistency, Processing time
- Responses: Consistency and visual reminders, Empathetic, Clear functional language, Processes, Processing time

Work Experience

Brackenfield defines work experience as:

'Any activity which furthers knowledge, understanding, skill or experience with the purpose of leading to a life enhancing outcome, including improving the possibility and probability of working in a range of settings.'

Talentinis 2019

Work experience opportunities are utilised to deepen employment learning. Work experience is focused on year 10 and year 11 pupils; however, work experience is also embedded into bespoke curriculum offers for pupils who take part in alternative provisions. Typically these are secondary aged pupils.

Work experience is planned on a case-by-case basis, working with pupils and their families to identify opportunities which will inspire and support future employment opportunities. Brackenfield utilising the opportunities in house to provide first-hand experiences of real-life work in key local labour market areas, this includes:

- Horticulture- garden maintenance
- Cleaning and caretaking- cleaning and maintaining good hygiene
- Catering- supporting lunchtime activities
- Business administration-answering phones, filing, sending emails, photocopying, shredding

- Hospitality- directing visitors during CPD events, making refreshments, preparing and putting equipment away after events
- IT Assistant- updating technology, resetting devices, cleaning devices, stock update, charging devices, safety checks, website updates

Brackenfield SEND School provide work experience opportunities alongside other SEN schools in the above areas at each other's sites, to provide new environments to experience real life work.

From year 9, pupils complete their work experience log (see appendix 1) and further education guidance log alongside the careers, information, advice and guidance interview to record their views and preferences for post 16.

Health and Safety Guidance for Employers

All work experience placement will have a risk assessment completed with the Employment Coordinator. Employers are supported to host work experience by the [HSE guidance found here](#), in summary:

Under health and safety law, work experience students are your employees. You treat them no differently to other young people you employ.

If you are advised to do something that is contrary to, or goes beyond, this guidance you can question it by contacting [HSE's Myth Buster Challenge Panel](#)

Your existing employers' [liability insurance policy](#) will cover work placements provided your insurer is a member of the [Association of British Insurers](#), or [Lloyds](#), so there is no need for you to obtain any additional employer's liability insurance if you take on work experience students.

The [ABI](#) website confirms this.

What you need to do:

- Simply use your existing arrangements for assessments and management of risks to young people
- if you have fewer than five employees you are not required to have a written risk assessment
- Avoid repeating your assessment of the risks if a new student is of a broadly similar level of [maturity and understanding](#), and has no particular or additional needs (the organiser or parent should tell you if they have)
- if you do not currently employ a young person, have not done so in the last few years or are taking on a work experience student for the first time, or one with particular needs, review your risk assessment before they start
- discuss the placement in advance with organisers and take account of what they and the parents or carers tell you of [the student's physical and psychological capacity](#) and of any particular needs, for example due to any health conditions or learning difficulties
- keep any additional work in proportion to the environment:
 - for placements in **low-risk environments**, such as offices or shops, **with everyday risks** that will mostly be familiar to the student, your existing arrangements for other employees should suffice
 - for **environments with risks less familiar** to the student (eg in light assembly or packing facilities), you will need to make arrangements to manage the risks. This will need to include induction, supervision, site familiarisation, and any protective equipment needed
 - for a placement in a **higher-risk environment** such as construction, agriculture and manufacturing you will need to:
 - consider what work the student will be doing or observing, the risks involved and how these are managed

- satisfy yourself that the instruction, training and supervisory arrangements have been properly thought through and that they work in practice
- you may, in particular for **higher-risk environments**, need to consider [specific factors](#) that must be managed for young people, including exposure to radiation, noise and vibration, toxic substances, or extreme temperatures. Where these specific factors exist in your workplace, you should already have control measures in place. This will also apply to [legally required age limits on the use of some equipment and machinery](#) (eg forklift trucks and some woodworking machinery). Consider whether you need to do anything further to control the risks to young people
- explain to parents/carers of [children](#) what the significant risks are and what has been done to control them. This can be done in whatever way is simplest and suitable, including verbally, and is very often done via the school or college
- when you induct students, explain the risks and how they are controlled, checking that they understand what they have been told
- check that students know how to raise health and safety concerns

College Provision

In preparation for transition to post 16, KS4 pupils access different college experiences; vocational experience or Lifelong Learning experience.

Pupils are grouped based on cognitive ability, anxiety levels, communication skills and their preferences for post 16. The vocational experience is chosen each year through pupil voice and the available options. Vocational options include: animal care, construction, plastering, brickwork, woodwork, motor mechanics, hair and beauty. Pupils complete vocational qualifications at entry level or level 1.

Employment Event Opportunities

Employment Events are held regularly to expose pupils to awe and wonder of careers and give pupils work experience opportunities internally. Not only do these experiences support employment opportunities, but also expose pupils to social events they may experience as adults, developing essential lifelong skills. Classes are invited to lead careers activities as teams, depending on cohort and appropriateness.

The purpose of the following activities is to expose pupils to the following concepts:

- Utilising strengths in a group and working together
- Organising and leading events/ projects with a clear purpose
- Building a simple business plan, with a clear goal and steps to the goal
- Enriching activities to explore interests and preferences
- Making choices and communicating with different people

Simple fundraising: (LMI reference)	Online Enterprise ideas: (led by KS4/ 5) (LMI reference)
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Talent shows (hospitality) Cinema nights with parents (hospitality) Art gallery (hospitality) Charity shoe boxes (charity work) Car boot sales (hospitality) Winter fair/ Summer BBQ (hospitality) Food bank (charity work) Games nights (hospitality) Family picnic (catering)	Calendars and cards (manufacturing/ retail) Seedling sets and potted plants (horticulture) Recipe sets / cookie baking sets (catering) Candles (manufacturing/ retail) Tote bag and t-shirt printing (themes, personalise, animal print) (manufacturing) Party sets (party bags, invites) (retail) Pamper sets (retail) Hampers (retail) Sewing sets (retail) Puberty sets (retail)
School exposure: (led by KS4/ 5) (LMI reference)	Services for sale: (KS4/ 5) (LMI reference)
Tuck shop (catering/ retail) Ice cream sale (catering/ retail) Staff breakfast sale (catering/ retail) Popcorn and shakes for cinemas/ theatre productions Gaming tournaments (hospitality) Disco (hospitality) Woodturning craft (manufacturing) Horticulture sessions (horticulture)	Cleaning (cleaning/ hospitality) Rubbish removal (cleaning/ hospitality) Litter picking (cleaning/ hospitality) Parent/ toddler session hosting (care) Dog walking (animal care) Travelling cob van (catering/ hospitality) Gardening (cleaning/ hospitality) Car wash (cleaning) Games in care homes (OAP links) (care)

Qualification Offer

Within the key stage 4 curriculum, pupils work towards a variety of qualifications aimed to prepare young people for adult life and the world of work. Accredited outcomes are decided on a case by case basis, as the focus of qualifications and accredited learning is to prepare for employment, therefore qualifications are focused on employment related skills and learning.

Qualifications include:

- Functional skills in English
- Functional skills in Maths
- Science (where appropriate)
- Specific employability/ vocation specific units within Skills for Further Learning and Employment, Travel Training, Independent Living in the Community

Employment Carousel

A number of events, integrated into our careers programme, will offer providers and ex-pupils an opportunity to come into school to speak to students and/or their parents/carers.

During parents evenings, we host a post-16 options presentation, inviting providers to speak to pupils and their families.

Employer encounters happen regularly within KS4/ KS5 cohort, where appropriate year 8 and 9 pupils are also invited.

As a minimum, Brackenfield offers:

- two encounters for pupils during the 'first key phase' (year 8 or 9) to take place any time during year 8 or between 1 September and 28 February during year 9.

- two encounters for pupils during the 'second key phase' (year 10 or 11) to take place any time during year 10 or between 1 September and 28 February during year 11.

Employers are invited to present to pupils on the real-life world of work. These sessions aim to:

- Reduce stigma attached to low skilled jobs
- Expose pupils to a wide variety of jobs and different people from the community
- Offer visits to real life employers to experience life away from school
- Provide opportunities for young people to ask questions about work and different jobs
- Provide young people with an informed offer of realistic employment opportunities and how to get there

The employment carousel currently runs on a 2 year rolling programme. This is influenced by local labour market information, pupil interests and aspirations and local job opportunities.

Transitions into Post-16 and beyond

At Brackenfield SEND School, we have established a network of local providers who offer a variety of opportunities for young people within our cohort. Providers include:

- Broomfield Campus, Derby College
- Roundhouse Campus, Derby College
- Portland College
- Basford Campus, Nottingham College
- Adams Building, Nottingham College
- City Hub, Nottingham College
- Stanton Vale Sixth Form
- YMCA/Key College
- Fountains Sixth Form
- Burton College
- Kirk Hallam School
- St Andrews Sixth Form

Partnership Working

Brackenfield SEND School has a service level agreement with IKEA Giltbrook to deliver employment education and work experience, leading to supported internships, where appropriate.

We also have a service level agreement with REMIT Training, to support pre-16 vocational training, in preparation for the next stage of education.

Brackenfield SEND School actively approaches employers to engage in our personal development offer and employment curriculum. This is through networking with stakeholders and external mass mails.

The Local Enterprise Coordinator supports establishing relationships with employers and providing advice and guidance for literature to engage with employers effectively.

Brackenfield SEND School provide SEND advice and guidance to employers to raise the profile of inclusion and demystify employment of people with SEND.

Brackenfield SEND School are outward facing and share their careers experience as an alumnus of Nottingham Trent University. This has led to partnership working on a national level. Brackenfield recognises the importance of reflection and evaluation of the curriculum offer; through networking, we ensure we are up to date with latest changes in legislation and opportunities for young people in preparation for adulthood.

Monitoring arrangements

Brackenfield SEND School has achieved 100% on all benchmarks for several years. The School improvement plan has a dedicated objective for personal development, including making progress towards the Gatsby Benchmarks. The Gatsby benchmarks are:

1. A stable careers programme
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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The School improvement plan is in the Headteacher's report to Governors. Progress can be found in the Headteacher's Report produced each MER window.

The Local Enterprise Coordinator and Local Enterprise Advisor support the school through quality assuring progress towards the Gatsby Benchmarks. This includes Deep Dives into each benchmark, providing a critical eye for detail, professional challenge and strategic ideas to move provision forward.

Labour Market Information is reviewed annually and shared with pupils, parents and staff to ensure employment opportunities are focused on aspirational, realistic and achievable employment opportunities for the young people.

The school's arrangements for managing the access of education and training providers to students are monitored by Sophie Evitts- Deputy Headteacher. This policy will be reviewed by the Deputy Headteacher and Careers Governor annually alongside the development of the Personal Development action plan. At every review, the policy will be approved by the governing board.

Policies to read alongside:

- Post 16 policy
- Provider Access policy
- Curriculum and personal development policy
- Frequent use of visitors policy