



Excellence for All

PROVIDER ACCESS STATEMENT

Introduction

This statement sets out the school's arrangements for managing the access providers to students at the school for the purpose of giving them information about the provider's education or training offer.

This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Student Entitlement

All students in years 7-14 are entitled:

- To find out about technical education qualifications and apprenticeship opportunities as part of a careers' programme, which provides information on the full range of education and training options available at each transition point;
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships through option events, assemblies and group discussions and taster events;
- To understand how to make applications for any full-time academic courses and any technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact the Head of Wellbeing and Safeguarding or the Careers' Leader at the school – tel. 01628 513800.

Opportunities for access

A number of events, integrated into the school's careers' programme, will offer providers an opportunity to come into school to speak to students and/or their parents and carers: please note current work below or speak with our Careers' Leader to identify the most suitable opportunity for you.

Premises and Facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and the students, as appropriate to the activity. The school will also make available audio visual equipment, if agreed in advance, for the visit with the Careers' Lead and member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature with the school, which can be accessed by students during set drop in sessions or meetings.

Raising Awareness of this Statement

We will raise awareness of this statement via:

- the school website

- The School Bus Compliance Manager
- meetings with parents
- school events
- communications with home
- information displays in the main school entrance

Monitoring

Evidence of implementation

The IAG Officer will report to the Careers' Leader and the Lead Governor for IAG will monitor this statement and report back to the appropriate committee.

Review of Statement

This statement will be reviewed every three years.

Careers Strategy: Manor Green School –March 2019

Benchmarks	Outcomes expected-	Evaluation	To Do
<p>1. A stable careers' programme.</p> <p><i>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</i></p> <p>What we are doing already:</p> <ul style="list-style-type: none"> • We have partnered with 'Talentino' – a Careers Development Programme. <ul style="list-style-type: none"> ○ Careers at Every Level is a careers programme for young people with a range of learning difficulties which improves the possibility and probability of paid work through classroom based career coaching, employer engagement including work experience and Enterprise. Our Upper School Students follow this programme integrated into their core subject curriculum. • Bambino is an careers programme for Primary Schools helping children develop STEM Employability Skills through Enterprise projects and is cross curricular. Our Middle School Students access this programme weekly. • We have partnered with 'Enabling 	<p>Once the careers' strategy is completed and approved, it is hoped that by following the Gatsby guidelines, we are offering the young people at Manor Green School opportunities to gain the confidence they need to enter the world of work with aspirations and transferable skills to gain opportunities within the world of work, school, college, university or traineeships or apprenticeships.</p> <p>By working collaboratively with teachers, governors, mentors, parents, trustees, and charities involved at Manor Green School, we can provide any young person at Manor Green School with an understanding of the careers programme and how it can support them on an individual level.</p>	<p>Sara McKay- IAG Officer, Level 6 Advice and Guidance qualification and independent careers' advisor link – Helen Hannam and Warren Griffiths</p> <p>IAG Officer works with various classes liaising with parents and external agencies where possible and parents /carers/youth/social workers.</p> <p>IAG officer to engage with all stakeholders, raising the profile of careers within the school.</p> <p>Careers provision published on the school website, and information given via email and within any published newsletters that promote the school and classes.</p> <p>Our aim is to work within the local community and eventually with the careers and enterprise company enabling us to work with local employers and charities to understand the careers' work that goes on within the school and utilise skills and guidance that they may offer our young people.</p> <p>Evaluation of programmes the young people are undertaking (on line survey or student voice) after key events or interviews.</p>	<p>From March 2019 check the Department of Education document regarding roles and responsibilities to ensure that we are compliant.</p> <p>Work with web page designers to create an up to date webpage with updated careers' information</p> <p>Seek out local Careers and Enterprise links.</p> <p>Make contact with local companies and employers to discuss the opportunities they can offer young people.</p> <p>Check charities that currently work with the young people within the unit.</p> <p>Student Voice – Set up Surveys to be written.</p>

<p>Enterprise' to further develop the employability curriculum, basing the curriculum around a project based learning approach.</p>			
<p>2. Learning from career and labour market information.</p> <p><i>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.</i></p> <p>What we are doing already:</p> <ul style="list-style-type: none"> • 'Ways into Work' and 'Adviza' work closely with students in the Upper School. • Ways into Work provides current market information to ensure students are aspiring to work in areas where there are opportunities. • Talento provides annually updated resources about opportunities. • Teachers actively support students to utilise resources and create career development plans. 	<p>All students are informed of the current Labour Market picture, enabling them to make informative choices regarding future pathways.</p> <p>The induction process for careers is to be carried out before they begin a careers' programme. Students/ parents or carers should be aware who the current careers' adviser is and where to seek out information, and how to make an appointment.</p> <p>Once students have attended workshops/information sessions etc., it is hope that any transferable skills can be used at a place of work or placement.</p> <p>CV's should be current and a copy provided on a memory stick so that it can be updated as and when the student is at home.</p> <p>Parent and carers should feel informed of the choices available to students after Manor Green School.</p>	<p>Labour Market information nationally is to be shared on the Manor Green School website. Information is also shared at careers' information sessions.</p> <p>Information to be shared with all students:</p> <ul style="list-style-type: none"> • Introduction to careers' support at Manor Green School and the National Careers' Website linked activities to encourage independent research • 1:1 careers' interviews and drop ins • School options advice and relevant careers' information • Presentations from employers/workshops and parent information sessions where possible • STEM – Science/Technology/Engineering/Maths information sessions • PSHE raising aspirations • Workshops on the application process and CV writing • 'You're Hired' type of event • College and University /Apprenticeship/trips • Induction day (college/schools)/ application support • Finance workshops • Apprenticeship workshops in enrichment time • Parent/Carer /Key worker information evening • Set up a careers' library • Set up relevant life and employability skills workshops • Look at vocational profiling • Visits to the work place- role play activities of the workplace • Use staff and parental connections for inviting in speakers etc. 	<p>Labour Markets - promote and research national picture.</p> <p>Schedule careers' programme around the current school timetable and annual calendar – work with existing plans and enhance</p> <p>Adapt sessions for new starters.</p> <p>Talk to alumni / create a network of speakers</p>
<p>3. Addressing the needs of each student.</p>		<p>As above</p>	<p>Next steps: Link actions to student</p>

<p><i>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 careers' programme should embed quality and diversity considerations throughout.</i></p> <p>What we are doing already:</p> <ul style="list-style-type: none"> • We have introduced employability at many levels across the school. • All students access Life Skills based lessons in preparation for adulthood, making use of both on and offsite facilities. • Most students take part in internal work experience (e.g. café, reception). • Some students experience external work experience or supported internships. 	<p>Ensure notes are shared with the relevant agencies working with individual students.</p> <p>Good destination/transition outcomes.</p> <p>Students leave Manor Green School with a good understanding of their next steps.</p>	<p>Understand the needs of the young person before initial meeting with teachers /Manor Green School staff.</p> <p>Handwritten notes are kept for each career interview. Once report has been written it will be shared (where possible) with student/staff/parents and multiple agencies.</p> <p>Destinations data recorded and shared.</p> <p>IAG officer works with any alternative providers to offer guidance and attends annual review meetings when possible.</p> <p>Begin vocational profiles early to capture aspirations, skills and interest.</p> <p>Introduce guest speakers as early as possible.</p> <p>Help students address the barriers that may not be allowing them to achieve their full potential and look for ways for this to be managed</p>	<p>folders.</p> <p>Ensure students are aware of careers' sessions in advance and follow up meetings happen.</p> <p>Review the Government best practice guidance once published.</p> <p>Arrange to see college providers in the local area where students may attend after Manor Green School.</p> <p>IAG officer, where possible, to see students' EHCPs and verify the employment plans.</p>
<p>4. Linking curriculum learning to careers.</p> <p><i>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</i></p> <p>What we are doing already:</p> <ul style="list-style-type: none"> • Careers coaching is delivered through the English curriculum and through school enterprise, 	<p>Staff understand the importance of STEM subjects and the relevance of them for employment opportunities.</p>	<p>Liaise with Teaching staff and mentors regarding the relevance and importance of STEM and the careers available.</p> <p>One size does not fit all - young people with SEND need a personalised careers' curriculum. Do not over complicate.</p> <p>Visitors from key industries to speak to students.</p>	<p>STEM subjects and PSHE to be explored. IAG officer to identify how this can happen in lessons.</p> <p>Job of week.</p> <p>Research local opportunities accessible to young people</p>

<ul style="list-style-type: none"> incorporating STEM subjects. Students have tasters of many internal work experience areas such as working with facilities, café, reception, first school etc. Curriculum is being further developed to be based around project based learning and Enabling Enterprise. 			
<p>5.Encounters with employers and employees</p> <p><i>Every pupil 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.</i></p> <p>What we are doing already:</p> <ul style="list-style-type: none"> The concept of 'Enterprise' has started to be embedded within MGS, with over £3000 having been made through school enterprise fayres. Activity Week will be based around an Enterprise Challenge. Ways into Work support some students in gaining external work experience. Students have joined supported internships and have been offered paid employment afterwards. 	<p>Ensure the encounters are meaningful/current/appropriate and the right amount of time for the individuals to be engaged and inspired.</p>	<p>'Meaningful encounters' could include:</p> <ul style="list-style-type: none"> Careers Insight morning (in house) You're Hired (where possible) Work placement and guest speakers (where possible) <p>Careers and Enterprise Advisor- Link with local provider</p>	<p>Create a network of contacts Use current contacts: <u>Add more that are currently in place</u> Talentino</p> <p>Find local provider and arrange meeting to discuss.</p>

<p>6.Experience of workplaces</p> <p><i>Every student should have first- hand experiences of the work place, through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.</i></p>	<p>Work placements assist with updating skills and CV writing and the application process. Good references Possible lead into employment or apprenticeship/traineeship programme. Raising aspirations.</p>	<p>Work placement in-house or external where possible.</p> <p>Work/Volunteering visits for 13-15 year olds.</p> <p>Ensure that students with social and emotional or behavioural need benefit from longer introductions and preparation prior to employer meetings.</p> <p>National Careers Service –Information Session- teachers, parents and students</p>	<p>Seek out opportunities Work with Ways into Work Local Charities Job Centre Visit? Enterprise Network</p> <p>Create a careers’ library and website crib sheet.</p> <p>Plan in advance</p> <p>Work with students to understand benefits of using this website</p>
<p>7.Encounters with further and higher education</p> <p><i>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 work place.</i></p> <p>What we are doing already:</p> <ul style="list-style-type: none"> Students have the opportunity to visit colleges prior to selecting their course and are assisted in their choice to ensure the course is suitable to their need and ability. The transition process is fully supported. 	<p>No matter where student may be living or studying ensure they have a clear understanding of the opportunities open to them.</p>	<p>Ensure students are encouraged regarding the full range of options so they can make an informed decision.</p> <p>Local colleges / universities and apprenticeships /employment/placement opportunities promoted at all careers’ interviews/parents information evenings and on the web page connected to Manor Green School.</p> <p>IAG officer support students on visits.</p>	<p>Track the visits to College/Apprenticeship providers/open university/traineeships and local colleges. Seek local contacts and arrange meetings.</p> <p>Plan early to avoid young people losing confidence</p>
<p>8.Personal Guidance</p>	<p>Ensure student voice is listened to once the</p>	<p>The independent careers’ adviser is made aware of the young person’s needs and information shared before a</p>	<p>Introduction sessions need to</p>

<p><i>Every student should have opportunities for guidance interviews with a careers' adviser, who could be internal or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are made.</i></p> <p>What we are doing already:</p> <ul style="list-style-type: none"> • All teachers differentiate learning to meet individual needs. • Ways into Work support students in gaining work experience. • EHCP reviews: targeted outcomes for transition. 	<p>guidance sessions have taken place to ensure the young person is benefiting from the advice given.</p> <p>Folders of work to be created so the young person has a toolkit which can be used at their next destination.</p>	<p>meeting is arranged. Once the first meeting has taken place and a report has been written, ensure that information is easily available and students/staff are aware of how they can best support by using the tools available to them on a daily basis.</p> <p>Ensure any career related plans are fed into their personal EHCP.</p>	<p>begin. IAG officer to understand the needs of the students before interviews commence.</p> <p>Consistent ongoing support for transition into adult life.</p> <p>Family involvement will also ensure best outcomes.</p>
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Recommendation	Action
Embedding the Gatsby Benchmarks	<ul style="list-style-type: none"> • Develop our own more structured cross-curricular career programme • Further embed the careers curriculum throughout the school
Careers Plan	<ul style="list-style-type: none"> • Finalise careers plan and publish on school website
Destinations Data	<ul style="list-style-type: none"> • Collate for three years after leaving • Prioritised careers guidance • Ensure students are leaving Manor Green at the right time and at to the right destination
National Careers Service	<ul style="list-style-type: none"> • Forge links with National Careers Service to collaborate with employers and create careers plan

Develop awareness of career and labour market information	<ul style="list-style-type: none"> • Work closely with Ways into Work to ensure students are accessing appropriate opportunities
Develop Curriculum Learning Opportunities	<ul style="list-style-type: none"> • Incorporate Enterprise and Employability into lessons • Work closely with Enabling Enterprise to develop a project based learning curriculum • Design a Life Skills and Employability curriculum framework to fully prepare students for life beyond Manor Green
Encounters with Employers	<ul style="list-style-type: none"> • Work closely with Ways into Work • Engage and forge links with local companies and employers • Improve on site work experience opportunities, e.g. cafe • Widen areas of offsite work experience • Increase the number of apprenticeship and internship opportunities
Employer Governors	<ul style="list-style-type: none"> • Allocate a member of the governing body (who has a remit to encourage employer engagement) to take a strategic interest in career guidance
Young Ambassadors	<ul style="list-style-type: none"> • Invite alumni to return to school and speak to current students about their chosen career or courses of study
Careers Advisors	<ul style="list-style-type: none"> • Work closely with Ways into Work • Employ Manor Green's own Career Advisor