

## Preparation for Adult Life (including careers provision)

Preparation for adult life is considered from the day the children start at Eaton Hall Specialist Academy. We monitor their independent skills through their personal development file and support their needs in a bespoke manner. The boys are exposed to a variety of careers, meeting employees/ employers and increasing their exposure to a wide breadth of possibilities.

The rigorous approach to preparation for adult life is outlined in our provision document (see below). All the provision is linked to the Gatsby benchmarks and outcomes outlined by Norfolk County Council. Eaton Hall Specialist Academy is fully committed to embedding the Gatsby Benchmark for good careers guidance.

Norfolk County Council PfAL services	Gatsby benchmarks
<ul style="list-style-type: none"> <li>• Employment</li> <li>• Independent living</li> <li>• Being as healthy as possible</li> <li>• Being part of the community</li> </ul>	<ol style="list-style-type: none"> <li>1. A stable careers programme</li> <li>2. Learning from career and labour market information</li> <li>3. Addressing the needs of each pupil</li> <li>4. Linking curriculum learning to careers</li> <li>5. Encounters with employers and employees</li> <li>6. Experiences of workplaces</li> <li>7. Encounters with further and higher education</li> <li>8. Personal guidance</li> </ol>

### Provision Document

Year	Subject	Responsible	GATSBY Benchmark	NCC outcomes
<b>All</b>	<b>EHCP - discussion of Career intentions</b>	<b>Tutor/headteacher</b>	<b>8</b>	
	Regular review of provision with access for parents on website	JDr	1	
	Personal Development Files	All staff	3	Independent living
	Provision available to parents/ carers on website	JDr	1	
<b>3</b>	Weekly A-Z of Careers from Teacher Tutor	JDr/Tutors	2	Employment
	Subject link to Career choices	Teachers half termly	4	Employment
	Recognising respectful behaviour to others and self	PSHE		Community

	How the internet is used-assessing information online	PSHE	3	Community
	Different jobs, stereotypes and goals	PSHE	3	Employment
	Health choices and habits	PSHE		Healthy
	Bespoke social skills (e.g. public transport/ money) linked to Thrive needs	MG/ Jwi	3	Independent living
<b>4</b>	Weekly A-Z of Careers from Teacher Tutor	JDr/Tutors	2	Employment
	Subject link to Career choices	Teachers half termly	4	Employment
	Respecting differences sensitively	PSHE		Community
	How data is used	PSHE		Independent Living
	Making decisions about money-keeping money safe	PSHE	2	Independent Living
	Balanced lifestyle	PSHE		Healthy
	Bespoke social skills (e.g. public transport/ money) linked to Thrive needs	BS	3	Independent Living
<b>5</b>	Weekly A-Z of Careers from Teacher Tutor	JDr/Tutors	2	Employment
	Subject link to Career choices	Teachers half termly	4	Employment
	Responding respectfully to a range of people	PSHE		Community
	How information online is used and media influence	PSHE		Independent Living
	Identifying job interests, career choices and stereotypes	PSHE	3	Employment
	Healthy habits	PSHE		Healthy
	Bespoke social skills (e.g. public transport/ money) linked to Thrive needs	BM	3	Independent Living
<b>6</b>	Transition to Secondary	AG/HP	3	Community
	Weekly A-Z of Careers from Teacher Tutor	JDr/Tutors	2	Employment
	Subject link to Career choices	Teachers half termly	4	Employment
	Impacts on mental health	PSHE	3	Healthy
	Recognising and managing pressure	PSHE	3	Healthy/ Independent

	Evaluating media sources, sharing things online	PSHE		Independent Living
	Influences and attitudes to money and financial risk	PSHE		Independent Living
	Bespoke social skills (e.g. public transport/ money) linked to Thrive needs	DS	3	Independent Living
<b>7</b>	Transition to Secondary	AG/HP	3	Community
	Weekly A-Z of Careers from Teacher Tutor	JDr/Tutors	2	Employment
	Subject link to Career choices	Teachers half termly	4	Employment
	Developing skills and aspirations, careers, teamwork and enterprise skills	PSHE - Autumn 2	2	Employment
	Financial decision making, borrowing, saving, budgeting and making choices	PSHE - Summer 2	3	Independent
	Health routines	PSHE - Spring 1		Healthy
	Bespoke social skills (e.g. public transport/ money)	Junction/CE days	3	Independence/ / Community
	Foodwise	Junction/CE days	3	Healthy
<b>8</b>	Weekly A-Z of Careers from Teacher Tutor	JDr/Tutors	2	Employment
	Subject link to Career choices	Teachers half termly	4	Employment
	Health and wellbeing	PSHE - Autumn 1 and Spring 2	3	Healthy
	Community and careers, equality of opportunity, different types and patterns of work	PSHE Autumn 2	2	Employment
	Living in the wider world, digital literacy	PSHE Summer 2	3	Independence/ Community
	Bespoke social skills (e.g. public transport/ money)	Junction/CE days	3	Independence/ Community
	Foodwise	Junction/CE days	3	Healthy
<b>9</b>	Weekly A-Z of Careers from Teacher Tutor	JDr/Tutors	2	Employment
	Subject link to Career choices	Teachers half termly	4	Employment
	Financial Workshop-My Future Finances	JDr/outside agency	3	Independence
	Apprenticeships	JDR/outside agency	2, 7	
	Health and wellbeing	PSHE - Autumn 1 and	3	Healthy

		Spring 2		
	Setting goals, learning strengths, career options, as part of the GCSE process	PSHE Autumn 2	2	Employment
	Employability skills, employability and online presence	PSHE - Summer 2	2	Employment
	Bespoke social skills (e.g. public transport/ money)	Junction/CE days	3	Independence/Community
	Foodwise	Junction/CE days	3	Healthy
<b>10</b>	Weekly A-Z of Careers from Teacher Tutor	JDr/Tutors	2	Employment
	Subject link to Career choices	Teachers half termly	4	Employment
	Financial Workshop-My Future Finances	JDr/outside agency	3	Independence
	Apprenticeships	JDR/outside agency	2, 7	
	Monthly 1:1 CIAG Advisor meet	Beacons East/JDr	2,3,8	Employment
	Careers Fairs	Junction	2,6	Employment
	Workplace Visits	JDr/Junction	2,6	Employment
	WEX opportunity	JDr	2,5,6	Employment
	Health and wellbeing	PSHE - Autumn 1 and Spring 2	3	Healthy
	Financial decision making, debt, gambling, advertising and financial choices	PSHE - Autumn 2	3	Independence/Healthy
	Work Experience, preparation to enter the workplace and be ready to engage	PSHE	2,5,6	Employment
	Bespoke social skills (e.g. public transport/ money)	Junction/CE days	3	Independence/Community
	Foodwise	Junction/CE days	3	Healthy
	Roadwise	Junction/CE days	3	Independence/Employment
<b>11</b>	Weekly A-Z of Careers from Teacher Tutor	JDr/Tutors	2	Employment
	Subject link to Career choices	Teachers half termly	4	Employment
	Monthly 1:1 CIAG Advisor meet	Beacons East/JDr	2,3,8	
	Post 16 College visits and visitors to EHSA	JDr/Junction	7	Employment
	Careers Fairs	Junction	2,6	Employment

	Health and wellbeing	PSHE	3	Healthy
	Next Steps, application process, employment progression and skills for success	PSHE	2	
	Roadwise	Junction/CE days	3	Independence/ Employment
	Foodwise	Junction/CE days	3	Independence
	Community Action course	Junction/CE days	3	Community
	Preparation for work	Junction/CE days		Employment
	Living Independently (short course)	Junction/CE days	3	Independence

As students get closer to the end of their time with us, we offer highly bespoke Careers Education, Information, Advice and Guidance.

## **Careers Education, Information, Advice and Guidance**

### **What is Careers Education, Information, Advice and Guidance (CEIAG)?**

Careers Education, Information, Advice and Guidance programmes make a major contribution in preparing young people for opportunities, responsibilities and experience of life. They help young people make decisions and manage transitions as learners and workers. It is vital that all 11-16 year olds have the knowledge and skills they need to make informed choices. We strive at all times to conform to the current "best practices" in Careers Education, Information, Advice and Guidance laid down by the government.

Eaton Hall Academy is committed to providing a planned programme of CEIAG for all pupils in Years **3 - 11**, in partnership with outside agencies (Colleges, 6th Forms, Apprenticeship providers, Positive Steps and Universities). The careers programme is continually assessed and monitored in line with whole-school quality assurance procedures, to ensure it is meeting the statutory requirements for careers education and guidance. **Eaton Hall has a strong track record of success with its CEIAG programme, and has a measurable impact on pupil outcomes, demonstrated by consistently outstanding 'destination' data, which we are required to monitor as part of our CEIAG policy.**

The careers programme is designed to meet the needs of all pupils at Eaton Hall. It is differentiated and personalised to ensure progression through activities that are appropriate to pupils' stages of career learning, planning and development. The careers programme includes career sessions, career guidance activities (group work and individual interviews), information and research, work-related learning and other outside agency intervention. The careers programme is delivered by all staff, either through their role as a form tutor, PSHE teacher or by subject teachers linking careers a particular curriculum area in lessons.

## **CEIAG Code Of Practice**

Eaton Hall Academy aim to:

1. Ensure young people get the support they need to make well informed, realistic decisions about their future through careers education, information, advice and guidance.
2. Have appropriate, up to date, accurate and impartial information and resources that all young people can access regardless of race, gender, religion, ability, disability, social background or sexual orientation.
3. Ensure the organisational provision relating to careers education, information, advice and guidance (CEIAG) is up to date and regularly reviewed and reflects this code of practice.
4. Empower young people by informing them of how they can access CEIAG to help them plan their future and make well informed, realistic decisions.
5. Offer all young people access to impartial and independent careers guidance by a qualified guidance professional, at a time and place that suits their needs.
6. Ensure that all staff working with young people are offered and access ongoing training about qualifications/progression pathways and other relevant subjects.
7. Work in partnership, where appropriate, with opportunity providers including employers, FE and training providers, and youth support services.
8. Working with parents/carers to offer them information, advice and guidance to help them, help their son/ward.
9. Involve young people in the design, delivery and evaluation of CEIAG programmes.
10. Promote equality of opportunity, celebrating diversity, challenging stereotypes and raising aspirations.

#### **11. Provider Access**

This section of the policy sets out the school's arrangements for managing the access of providers to pupils 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.

All pupils in years 7-13 are entitled:

- to find out about technical education qualifications and apprenticeships 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 options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

The school will work with providers to identify the most effective opportunity to share information about education and training opportunities. Providers wishing to share information

should contact Jenny Drane ([jdrane@eatonhallacademy.co.uk](mailto:jdrane@eatonhallacademy.co.uk)) to discuss how we can best accommodate this.

## Help for parents/ carers

As a parent or carer, supporting your son/ward's transition to a post-16 placement can feel overwhelming. However, there are many people to support you through this process. You can talk to your child/ward's Teacher, Childcare Officer or Jenny Drane who oversees PfAL ([jdrane@eatonhallacademy.co.uk](mailto:jdrane@eatonhallacademy.co.uk) 01603457480).

These links may also help you:

### **Local offer**

This is information for anyone in the life of a child or young person aged 0-25 who has a special educational need and/or disability (SEND) in Norfolk.

[SEND Local Offer - Norfolk County Council](#)

### **Council advice for SEN transition**

This suggests the steps to take and when you should be taking them. It also offers more information on alternatives to college such as apprenticeship, traineeship, volunteering or a supported internship

[Transition from secondary school to post 16 education](#)

### **PfAL team**

The Preparing for Adult Life service is responsible for ensuring young people make a smooth transition into adult social services.

[Preparing for adult life \(PfAL\) service - Norfolk County Council](#)

### **Transport**

The transport team can offer support and advise for those needing support with travel to their post-16 placement.

[School and college transport](#)

### **Norwich organisations that help SEND families**

This is a directory for all the different support available to families of children with SEND.

[Norfolk Community Directory](#)

This information will be reviewed December 2023.