



Woodend Farm school

Kindness comes in many forms

Careers Policy

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RECORD OF POLICY AMENDMENT / HISTORY

Version / Issue	Updated by	Date	Reviewed/ Approved By Governors	Reason for Change
V1.0 – initial draft	Umut Baskal	10/09/2025		New policy
V1.1	Umut Baskal	08/10/2025		Amended for Secondary Phase
V1.2	Umut Baskal	10/10/2025		Amendment to job titles



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1. Introduction

Preparing for life beyond secondary education is a significant milestone, and for some pupils, particularly those with an Education, Health and Care Plan (EHCP) or additional needs, this process may present unique challenges. Our careers programme is designed to provide clear, structured, and personalised support to help every pupil make informed and confident decisions about their future.

Pupils with an EHCP are entitled to continued support throughout further education, and the plan can be instrumental in securing appropriate adjustments and resources during transitions into post-16 education, training, or employment.

We recognise that additional needs encompass a wide range of experiences and diagnoses. These may include, but are not limited to:

- Specific learning difficulties such as dyslexia
- Social, Emotional and Mental Health (SEMH) needs
- Autism Spectrum Conditions, including **Persistent Drive for Autonomy (PDA)**
- Speech, language and communication needs
- Sensory impairments

Our approach is inclusive and tailored, ensuring that all pupils—regardless of their individual profile—receive the guidance and support necessary to thrive.

2. Legal Framework

This policy is underpinned by the following legislation and statutory guidance:

- Sections 42A, 42B, 45 and 45A of the **Education Act 1997**
- Section 72 of the **Education and Skills Act 2008**
- Schedule 4 (15) of the **School Information (England) Regulations 2008**
- DfE statutory guidance: *Careers guidance and access for education and training providers* (May 2025)

3. Principles

- Every pupil is entitled to independent and impartial careers guidance from Year 7 to Year 13.
- Careers education will be inclusive, accessible, and differentiated to meet the needs of pupils with SEND, SEMH, and PDA.
- The programme will be aligned with the **Gatsby Benchmarks** and reflect the latest updates to careers guidance standards.



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4. Objectives

Woodend Farm Secondary school aims to:

- Inspire pupils to explore future possibilities and develop aspirations.
- Provide tailored support to help pupils make informed decisions.
- Promote equality of opportunity and challenge stereotypes.
- Equip pupils with employability and life skills.
- Ensure smooth transitions to post-16 destinations.

5. Disguised Learning

We recognise that not all pupils engage with traditional careers education in the same way. Therefore, we embed careers learning through disguised and interest-led approaches that feel natural, enjoyable, and relevant to pupils' lives.

- **Interest-led exploration** is encouraged by allowing pupils to choose career themes or projects based on their personal passions, hobbies, or aspirations. This fosters intrinsic motivation and deeper engagement.
- **Project-based learning** is used to develop employability skills in a subtle and meaningful way. For example, enterprise projects, school-wide campaigns, or creative challenges are designed to build teamwork, communication, and problem-solving skills without overtly labelling them as "careers activities."
- **Flexible engagement** is promoted through storytelling, art, drama, and sensory experiences, allowing pupils—especially those with SEND, SEMH, or PDA profiles—to access careers content in ways that align with their strengths and preferences.

6. Provision

- Learning a structured careers programme from Year 7 onwards, including:
- Weekly careers-focused PSHE sessions
- Skills Builder framework for employability
- UNIFROG platform for careers exploration
- Encounters with employers, FE/HE providers, and apprenticeship schemes
- Personalised guidance for pupils with EHCPs and those identified as vulnerable
- Annual Careers Fair and mock interviews
- Work-related learning opportunities, adapted for accessibility

A structured careers programme is delivered from Year 7 onwards, incorporating weekly careers-focused PSHE sessions, the Skills Builder framework to develop employability skills, and the UNIFROG platform to support careers exploration. Pupils engage with a range of opportunities including encounters with employers, further and higher education providers, and apprenticeship schemes. Personalised guidance is provided for pupils with EHCPs and those identified as vulnerable, ensuring tailored support. The programme also includes an annual Careers Fair and mock interviews, alongside work-related learning opportunities that are adapted for accessibility. To further enhance engagement, the curriculum integrates interest-led projects and enterprise activities that embed careers learning in a creative and pupil-driven format. Additionally, pupils can access careers content through creative mediums such as storytelling, visual arts, and role-play, supporting flexible and inclusive engagement.



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7. SEND Adaptations

Careers guidance will be tailored to meet the diverse needs of pupils with SEND. Support will be delivered in small groups or through one-to-one sessions where appropriate, ensuring a personalised approach. All careers-related activities will consider individual visual, sensory, and communication needs to promote accessibility and engagement. Emotional regulation strategies and anxiety support will be integrated throughout the careers planning process to foster a sense of safety and confidence. Additionally, PDA-sensitive methods will be employed to minimise demand-related stress, creating a more inclusive and supportive environment for all learners.

At Woodend Farm Secondary, we are committed to fostering pupil autonomy and amplifying pupil voice within our careers programme. Pupils are provided with opportunities to opt-in to a variety of careers activities, allowing them to engage at a pace and level that suits their individual readiness and interests. We actively promote the use of negotiated tasks, where pupils co-design aspects of their careers journey—such as selecting themes for exploration, choosing formats for presenting their learning, or identifying personal goals. Emphasis is placed on offering choice and control in how careers information is accessed and processed, whether through digital platforms, creative expression, or one-to-one dialogue. This approach ensures that pupils feel empowered, respected, and actively involved in shaping their future pathways.

8. Leadership and Staffing

- Careers Leader: [To be appointed]
- SENDCo and Careers Lead will co-plan careers activities
- All staff will contribute to CEIAG through curriculum links and pastoral roles

Relational practice is central to our careers guidance approach, recognising the profound impact that trusted relationships have on pupil engagement and wellbeing. Careers guidance is delivered by trusted adults who understand each pupil's individual needs, communication style, and emotional profile. These relationships serve as a scaffold for engagement, helping to reduce anxiety and build confidence, particularly for pupils with SEND. Through consistent, empathetic interactions, staff are able to co-regulate with pupils during key transitions and decision-making moments, offering reassurance, emotional support, and a sense of safety. This relational foundation ensures that pupils feel seen, heard, and supported as they navigate their future pathways.

9. Monitoring and Evaluation

- The CEIAG programme will be reviewed annually by the Careers Leader and SLT.
- Feedback will be gathered from pupils, parents, and staff.
- Progress will be measured against the Gatsby Benchmarks and Careers Quality Standards.

Pupils within the secondary school will be consistently monitored for their mental and emotional readiness for future employment. This ongoing evaluation will ensure that students are developing the resilience and mindset required for successful career placements. Monitoring will be embedded within PSHE lessons, allowing staff to assess progress in a



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structured and supportive environment. Regular reviews will help identify any areas where additional guidance or intervention may be needed.

10. Resources and CPD

- Careers provision will be funded through the school's annual budget.
- Staff will receive CPD on careers guidance, SEND adaptations, and PDA strategies.
- UNIFROG software would be used to identify the career interests of the pupils.

We recognise the importance of creating environments that support sensory regulation and emotional safety during careers-related activities. Careers guidance and events are delivered in low-arousal settings wherever possible, minimising sensory overload and promoting calm engagement. Visual schedules are used to provide structure and predictability, helping pupils understand what to expect and when. During larger events such as careers fairs or mock interviews, quiet spaces and sensory supports are made available to reduce anxiety and support self-regulation. These adaptations ensure that all pupils, particularly those with sensory processing differences, can access careers education in a way that feels safe, manageable, and inclusive.

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