



**Woodend Farm school**  
Kindness comes in many forms

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## Careers Policy

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### RECORD OF POLICY AMENDMENT / HISTORY

| Version<br>/ Issue         | Updated by       | Date       | Reviewed/<br>Approved By<br>Governors | Reason for Change              |
|----------------------------|------------------|------------|---------------------------------------|--------------------------------|
| V1.0 –<br>initial<br>draft | Umut Baskal      | 10/09/2025 |                                       | New policy                     |
| V1.1                       | Umut Baskal      | 08/10/2025 |                                       | Amended for Secondary<br>Phase |
| V1.2                       | Umut Baskal      | 10/10/2025 |                                       | Amendment to job titles        |
| V1.3                       | Danielle O'Neill | 21/09/2026 |                                       | Annual update                  |



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## 1. Introduction

At Woodend Farm School, careers education forms part of our wider commitment to preparing pupils for adulthood. Our aim is to help pupils recognise their strengths and interests, develop aspirations and progressively build the knowledge, skills and confidence they need for their future.

As an independent specialist school, our careers provision is adapted to reflect pupils' individual starting points, communication profiles, special educational needs and disabilities (SEND) and Education, Health and Care Plan (EHCP) outcomes.

The secondary phase currently includes pupils in Years 7 and 8. Careers and Preparation for Adulthood provision will develop progressively as the secondary phase expands into Year 9 and Key Stage 4.

Preparation for Adulthood is embedded across the curriculum and includes developing independence, communication, emotional regulation, community participation, life skills, resilience and self-advocacy.

## 2. Legal Framework

This policy has been developed with regard to relevant legislation, guidance and best practice, including:

- Education Act 1997;
- Education and Skills Act 2008;
- Children and Families Act 2014;
- Equality Act 2010;
- SEND Code of Practice: 0 to 25 years;
- DfE Careers guidance and access for education and training providers, updated June 2026; and
- the updated Gatsby Benchmarks of Good Career Guidance.

The school uses the Gatsby Benchmarks as a framework to support the development of careers provision, interpreted appropriately for our specialist SEND context. Current DfE guidance recognises that some benchmarks may need different interpretation in specialist settings, including special independent schools.

For pupils with an EHCP, Preparation for Adulthood becomes increasingly important as pupils approach Year 9 and subsequent transition points.

## 3. Principles

- Careers education and Preparation for Adulthood are part of the wider curriculum.
- Provision is personalised to pupils' strengths, needs, interests and aspirations.
- Pupils are supported to develop high but realistic aspirations for their future.
- Careers learning is accessible and appropriately adapted for pupils with SEND, SEMH and PDA profiles.
- Pupils are supported to develop independence, choice and self-advocacy.



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- Careers learning makes meaningful connections between the curriculum, everyday life and the world of work.
- Pupils will progressively experience a range of careers, workplaces and future pathways as the secondary provision develops.
- Stereotypes are challenged and equality of opportunity is promoted.
- Parents and carers are involved in future and transition planning where appropriate.

## 4. Objectives

Woodend Farm Secondary school aims to:

- help pupils recognise their strengths, interests and preferences;
- broaden pupils' awareness of different jobs and career sectors;
- develop communication, teamwork, problem-solving and independence;
- develop positive attitudes towards learning, responsibility and future opportunities;
- help pupils make connections between curriculum learning and adult life;
- develop practical life and employability skills;
- promote pupil voice and self-advocacy;
- provide meaningful careers-related experiences appropriate to pupils' developmental needs; and
- progressively prepare pupils for future education, training, employment and adult life.

## 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

Careers and Preparation for Adulthood are established across the secondary curriculum. For pupils currently in Years 7 and 8, provision focuses on developing the foundations for future careers and adult life. This includes:

- recognising strengths, interests and preferences;
- exploring jobs, workplaces and career sectors;
- developing communication and teamwork;
- developing independence and responsibility;
- following routines and completing tasks;
- problem-solving and decision-making;



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- developing financial and community awareness;
- understanding how different curriculum areas relate to adult life and employment; and
- beginning to understand future choices and pathways.
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Careers links are incorporated within the school's thematic curriculum. Current long-term planning introduces pupils to a range of sectors through meaningful curriculum contexts, including health and wellbeing, public services, creative and media industries, business, environmental and emergency-service roles and digital careers.

Preparation for Adulthood is wider than employment and includes developing independence, participation in the community, health and wellbeing, communication, relationships, self-advocacy and practical skills for adult life.

As the secondary phase develops, careers and Preparation for Adulthood provision will become increasingly explicit and personalised. Planned Year 9 provision develops employability and life skills through careers education, enterprise, community participation and transition planning, including communication, reliability, teamwork, planning, budgeting, problem-solving, responsibility and applying for jobs.

At Key Stage 4, provision will develop alongside the school's planned curriculum pathways and accreditation offer. Pupils will be supported to explore appropriate post-16 options according to their strengths, needs, aspirations and EHCP outcomes. Employer encounters, workplace experiences and encounters with education and training providers will be developed progressively as the secondary phase expands and will be adapted to pupils' individual needs.

## 7. SEND, SEMH and PDA Adaptations

Careers education and Preparation for Adulthood will be adapted to meet pupils' individual needs. Staff will consider communication, cognition, sensory processing, emotional regulation, anxiety, developmental understanding and EHCP outcomes when planning careers-related learning.

Adaptations may include visual and symbol-supported information, pre-teaching, social narratives, practical and experiential learning, role play and modelling, repetition, one-to-one or small-group support, structured choices, low-arousal environments, familiar adults and graduated exposure to new experiences.

For pupils with demand-avoidant profiles, staff may use choice, collaboration, interest-led learning and disguised-demand approaches to support engagement. Pupil voice is central to our approach and pupils are supported to communicate their interests, preferences, aspirations and goals in ways that are accessible to them.

Adaptation relates to how pupils access careers learning, rather than removing their entitlement to opportunities to prepare for adult life.

## 8. Leadership and Staffing

Strategic responsibility for careers education and Preparation for Adulthood sits with the Assistant Headteacher responsible for Curriculum.



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The Assistant Headteacher will:

- oversee the development of careers and Preparation for Adulthood within the curriculum;
- support staff to identify meaningful careers links within curriculum learning;
- use the Gatsby Benchmarks to inform the development of provision;
- coordinate careers-related opportunities as the secondary phase develops;
- ensure provision is accessible and appropriate for pupils with SEND;
- work with relevant staff to support future transition planning; and
- monitor the quality and impact of careers provision.

Careers and Preparation for Adulthood are a whole-school responsibility. Teachers and Learning Facilitators contribute by developing pupils' communication, independence, confidence, self-advocacy and transferable skills and by helping pupils make connections between their learning and adult life.

## 9. Monitoring and Evaluation

The Assistant Headteacher responsible for Curriculum will monitor the development and impact of careers and Preparation for Adulthood provision.

Monitoring may include curriculum planning, pupil voice, learning walks, evidence of careers and Preparation for Adulthood learning, pupil engagement and participation, feedback from staff and parents/carers, EHCP and transition outcomes and review against relevant Gatsby Benchmarks.

Monitoring will consider the impact of provision on pupils rather than simply the number of careers activities completed. Provision will be reviewed and developed as the secondary phase expands into Year 9 and Key Stage 4.

## 10. Resources and CPD

Resources will be selected according to pupils' developmental levels, communication profiles and individual needs. These may include accessible careers information, visual and symbol-supported materials, employer and provider resources and practical materials supporting careers, life skills and Preparation for Adulthood.

Staff will receive appropriate support and professional development as careers provision develops. This may include the Gatsby Benchmarks, Preparation for Adulthood, curriculum-careers links, SEND-accessible careers education and transition planning.

Careers-related activities and future workplace experiences will be planned with pupils' communication, sensory and emotional needs in mind so that pupils are able to participate meaningfully and safely.

This policy will be reviewed annually as the school's secondary provision and careers programme continue to develop.

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