

Careers Policy

More Than Ed | Independent School

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Responsible Person: Karen Holmes

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1. Rationale

More Than Ed provides education and support to ensure that every learner reaches their full potential. We work with learners who are particularly vulnerable to becoming NEET (not in education, employment or training). While the statutory duty to secure independent careers guidance under the Education Act 1997 (as amended by the Education Act 2011) applies to maintained schools and academies, More Than Ed is committed to providing the same high-quality, impartial and independent careers guidance to all our students, in line with the principles of the DfE's careers guidance, the Gatsby Benchmarks, and the preparation-for-adulthood outcomes in the SEND Code of Practice.

Our aim is that all students acquire the skills, knowledge and attitudes to manage their learning and career progression. We support them to make informed decisions by providing access to differentiated, impartial information and guidance about the range of post-16 pathways available to them.

Young people with SEND are often less likely to do well academically or to progress to higher education. They are more likely to be excluded, to become NEET, to experience mental health problems such as depression, and are over-represented in the criminal justice system. They are also more likely to experience dependency issues and/or homelessness.

The SEND Code of Practice (2015) defines SEN as where a child or young person has a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Many vulnerable young people need additional careers support. The broad areas of SEND defined in the SEND Code of Practice are:

- Communication and interaction – speech, language and communication needs, and autistic spectrum disorder.
- Cognition and learning – specific learning difficulty, moderate, severe, or profound and multiple learning difficulty.
- Social, emotional and mental health (SEMH) difficulties.
- Sensory and/or physical needs – including visual impairment, hearing impairment, multi-sensory impairment and physical disability.

2. Careers Programme

The aim of our careers programme is to raise the aspirations of our learners and to support them in making realistic decisions for post-16. The programme reflects the access expectations for education and training providers set out in the Education Act 1997 (the 'provider access' requirements), which we apply as good practice.

3. Delivery of the Careers Programme

We have developed a careers package for 2026 alongside our independent careers adviser. This includes:

- Years 7 and 8 receive two careers lessons during the academic year, delivered by the careers adviser in very small groups, with students' 1:1 tutors supporting.
- Years 9 and 10 receive three careers lessons, again in small groups with their tutors, led by the careers adviser.
- Year 11 students, whose Top Year Transfer (TYT) EHCPs are finalised in the November of Year 11, follow a separate pathway focusing on life skills, developing CVs and interview skills, transition to post-16, and understanding the world of work.
- Years 9, 10 and 11 visit SEN careers fairs in Doncaster, with parents invited to join them.
- Years 9 and 10 visit Skills Street in Rotherham, alongside various local businesses, to understand more about the world of work.
- Students visit suitable local colleges and post-16 providers, as recommended by the LA SEN team.
- The Headteacher and SENCO liaise with all appropriate destinations to discuss the needs of our students and assess suitability.
- Writing CVs and letters of application is included as part of the English curriculum.

4. Related Policies

This policy should be read alongside the school's other policies, including:

- SEND Policy and SEND Information Report
- Curriculum Policy
- PSHE & RSHE Policy
- Equality Policy
- Behaviour and Relational Policy

5. Legislation and Guidance

In drawing up this policy, the school has had regard to the following, applying them as appropriate to an independent school:

- Education Act 1997 (careers guidance and provider access provisions, as amended by the Education Act 2011)
- Careers guidance and access for education and training providers (DfE statutory guidance)
- The Gatsby Benchmarks of Good Career Guidance
- Special educational needs and disability code of practice: 0 to 25 years (2015)
- Equality Act 2010