

Careers Policy



Date: May 2024

Reviewed: September 2025

Review Date: August 2027

Responsible Person: Karen Holmes

1. Rationale:

More Than Ed School provides education and support to ensure that every learner reaches their full potential. We work with learners who are particularly vulnerable to becoming NEET. More Than Ed School recognises that it has a statutory duty to secure independent careers guidance for all Year 8 to 11 students as outlined in (The Education Act 2011 / Career guidance and access for education and training providers January 2018). Our aim is that all students acquire the skills, knowledge and attitudes to manage their learning and career progression. We will support students in making informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of post 16 pathway's available to them.

Young people with SEND are often less likely to do well academically, go to University, more likely to be excluded, become NEET, to have mental health problems like depression and are represented statistically in higher numbers in the criminal justice system, have dependency issues and/or be homeless.

The Special Educational Needs Code of Practice 2015 defines SEND as:

“A child or young person has SEN[D] if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age; or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”.

There are many young people who are vulnerable and need additional careers support too. Broad SEND groupings are defined in the SEND Code of Practice as:

- Communication and interaction - speech, language and communication needs, Autistic Spectrum Disorder.
- Cognition and learning - specific learning difficulty, moderate or severe learning difficulty or profound and multiple learning difficulty.
- Social, emotional, and mental health difficulties (SEMH)/behaviour sensory.
- Physical needs, including visual impairment, hearing impairment, multi-sensory impairment, 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. This complies with the school's legal obligations under section 42B of the Education Act 1997.

3. Delivery of Careers Programme

The Careers curriculum is mapped to the SMSC and PSHE curriculum, but will also involve external speakers, visits, drop-down days, and work alongside the SEN Teams with the LA.

- The school uses an Independent Careers Advisor, who meets with all young people from Yr 8 to Yr 11
- Students make regular visits throughout Yrs 10 and 11 to local colleges and Post 16 providers

- The Headteacher and SENO liaises with all appropriate destinations to discuss the needs of our students in order to assess suitability.
- The Careers Lead accompanies individual students and their parents to view colleges etc as appropriate.
- TYT EHCP Reviews are organised with the LA SEN Team and Parents/Carers during November of Yr 11 to ensure time for consultations to be sent by the LA SEN Team.
- Careers is taught throughout PSHE
- Writing CVs and Letters of Application are included as part of the English Curriculum.
- A Careers Fair is held for Yr 10 and 11 students each year.