

SEND Careers Health Checklist

Careers Health Check Checklist Item	Action needed	Deadline	Review	Action completed
Careers Leadership				
A Careers Leader has been appointed and is a member of SLT or is working closely with SLT in a meaningful way.				
The Careers Leader has applied for training and a bursary.				
The Careers Leader is receiving training.				
The Careers Leader has completed the training successfully.				
The school has appointed a named Governor for Careers.				
The school is considering taking the Quality Standards in Careers Award.				
Careers Strategy and Programme				
Strategic Careers Plan has been created linking to whole school priorities, using <u>templates</u> provided on the CEC website.				
The school has registered with The Careers & Enterprise Company.				
The school has been contacted by the Enterprise Coordinator.				
The school has been allocated an Enterprise Adviser.				
The school belongs to the local Careers Hub.				
A careers programme has been created which is progressive and incorporates the needs of each and every student.				
The school uses Compass or Compass for special schools or Compass+ to assess progress.				
The Careers Programme is published and available on the website.				

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The Careers Programme is published and available on our website and has information for parents/carers.				
The Careers Programme is published and available on our website and has information for students.				
The Provider Access Policy is published on our website in the approved format.				
Ability to demonstrate an approach of continuous improvement to the careers offering.				
Careers activities purchased from organisations with the Matrix quality award for careers.				
Establish if the local Job Centre offers the Support for Schools Programme.				
Gatsby Benchmarks				
All schools must meet all benchmarks by September 2020.				
Careers Guidance				
A Level 6 qualified Careers Adviser has been appointed either internally or services commissioned from an external Careers Adviser or the Local Authority.				
Provision of Personal Guidance offered from a L6 qualified Careers Adviser – one Guidance meeting by age 16.				
Provision of Personal Guidance offered from a L6 qualified Careers Adviser – one Guidance meeting by age 18.				
Young Person's Career Experience at school/college				
Information available on school/College website.				
By 14 has accessed LMI Careers Information to support careers decisions.				

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Information has been provided on the importance of Maths and Science that lead to STEM Careers.				
Girls have had additional input in developing STEM related careers.				
By age 16, has had a meaningful encounter with sixth form providers e.g. FE College, Apprenticeship provider.				
Offered Personal Guidance interviews, one by 16, one by 18.				
Experienced a meaningful employer encounter between Years 7 and 13 annually.				
Has experienced two work experiences one by 16, one by 18.				
Have visited a minimum of two HE providers by age 18 if University is the preferred career destination.				
Invited to join school's alumni network on leaving.				
Able to access their individual Careers records.				
Considerations for young people with SEND – show evidence that you have considered:				
The school has used the <i>SEND Gatsby Toolkit</i> on The Careers & Enterprise Company website.				
The school has considered the joint Gatsby/The Careers & Enterprise Company statement on careers and SEND.				
The school has considered the Gatsby <i>Perspectives on SEND</i> publication.				
For students that you have considered:				
• The widest possible range of options;				
• How to raise aspirations;				

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<ul style="list-style-type: none"> • How to support families/engage families more; • Increased authentic employer encounters; 				
<ul style="list-style-type: none"> • Differentiated your careers offering as appropriate for your students; 				
<ul style="list-style-type: none"> • Improved career development for Looked After Children and children in APs and PRUs; 				
<ul style="list-style-type: none"> • The content in the <i>Transitions Review</i> published by The Careers & Enterprise Company; 				
<ul style="list-style-type: none"> • The use of 16-19/25 bursaries if applicable; 				
<ul style="list-style-type: none"> • The use of <i>Access to Work</i> funding for <i>Job Coaches</i>; 				
<ul style="list-style-type: none"> • Staff working from the presumption of paid work; 				
<ul style="list-style-type: none"> • How to secure named Careers Advisers that can create a long-term relationship with students; 				
<ul style="list-style-type: none"> • Career decisions based on students' aspirations; 				
<ul style="list-style-type: none"> • Effective use of EHC plans and transition planning processes where applicable; 				
<ul style="list-style-type: none"> • Looked at the free resources on the CEC website resource directory, the Education Training Foundation, NDTI and Barclays Life Skills websites for further support. 				

Note

Feedback from two Headteachers of Special Schools described how their recent Ofsted inspections used the new frameworks and identified what the Inspectors focused on:

- 'Evidence of improving destinations year on year, plenty about the golden thread, including EHCPs, outcomes, Annual Reviews paperwork, personal goals and linking up with discussions with a group of verbal KS3/4 pupils then tracking it back through the paperwork.
- Careers in terms of it being one of the building blocks of the whole curriculum.
- A 'golden thread' which runs through from aspirational outcomes (careers focused outcomes), how the curriculum supports these outcomes, what and how the curriculum is delivered to meet these outcomes, the wider experiences of pupils in terms of work experience, outcomes, impact.
- Looking at a sample of EHCP's, Annual Reviews, pupils/parents contributions to Annual Review's, interviewed staff and also pupils. They didn't want to have a look, nor had time to read, any schemes of work.
- In the discussions the Inspector team had with leaders whether curriculum leaders, SLT, governors, teachers, TA's, pupils, parents they tested out the what we were saying in terms of the vision of the school. Although they weren't testing out anything specifically about careers as there wasn't time, they were able to gain from answers/discussions, that the golden thread of preparation for life after school into either work, FE or community learning runs through everything from vision of the school, EHCP outcomes, IEP targets, PLP's, the curriculum, what pupils were learning/had learnt and will be learning.
- As mentioned, there wasn't time to speak specifically about careers nor for the team members to look in detail at careers. However, when talking with the team, all staff were able to weave into the focused conversations/discussions about ambition, life outcomes, process etc. If they were chatting to inspectors about Maths, they were able to weave into that conversation outcomes, ambition, aspiration etc re careers as well as the more specific maths info
- Although they did not spend a lot of time looking at the information, they were very interested in our destinations tracking (we track for 4 years) – it's a simple spreadsheet – but illustrates overtime the impact of the course'