




Careers Guidance and Provider Access Policy

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| Date of last review: | Autumn 2024 | Date of next review: | Autumn 2025 |
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Policy review dates and changes

| Review date | By whom | Summary of changes made | Date implemented |
|-------------|---------|-------------------------|------------------|
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| Signed |  | Designation | Chair of Governors |
| Name | Janet Hall Heather Flockton | Date | 8 6/11/2024 |



1. Purpose

The purpose of this policy is:

- To set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme
- To set out our school's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer. It sets out:
 - Procedures in relation to requests for access
 - The grounds for granting and refusing requests for access
 - Details of premises or facilities to be provided to a person who is given access

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development, career management skills and knowledge of working as a deaf person especially with regard to access to work and communication support
- Provide experience and a clear understanding of the world of work
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity
- Provide deaf role models able to advise and encourage pupils to be motivated to work in the future

2. Statutory Requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on 1 January 2023. It explains that our school must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13.

These encounters must happen for a reasonable period of time during the standard school day. Schools can continue to provide complementary experiences, but encounters outside of school hours won't count towards these requirements.

Schools must ask each provider to provide the following information as a minimum:

- Information about the provider and the approved qualifications or apprenticeships they offer
- Information about what careers those qualifications and apprenticeships can lead to
- What learning or training with the provider is like
- Answers to any questions from pupils

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

RSDD must now secure independent careers guidance from year 7 (instead of from year 8, previously)

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This is outlined in the provider access section of this policy, which sets out how our school meets this duty.



3. Roles and Responsibilities

3.1 Careers Leader

The careers leader is Catherine Jones, and she can be contacted by phoning 01332362512 or emailing catherine.jones@rsdd.org.uk. The careers leader works closely the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our Complex Special Educational Needs Co-ordinator and external careers adviser, to identify the guidance needs of all of our pupils with complex needs and put in place personalised support and transition plans

Work with our school's designated teacher for Children Looked After (CLA) and previously CLA to:

- Make sure they know which pupils are in care or are care leavers
- Understand their additional support needs
- Make sure that, for CLA, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

3.2 Senior leadership team (SLT)

The SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

4. RSDD Careers Programme

RSDD has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks:

- A stable careers programme with a careers leader
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experience of workplaces
- Encounters with further and higher education
- Personal guidance



The careers programme is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future.

The programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils. From years 8 to 13 students are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities as part of our careers programme, which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships, e.g. through activities and events such as options events, assemblies and taster events
- Understand and be supported to make applications for the full range of academic and technical courses

The RSDD careers programme is delivered through a number of methods, including:

Weekly Citizenship/Careers lessons in Primary, Secondary and Post 16

Workshops delivered by deaf role models

Workshops delivered by the Derbyshire and Nottinghamshire Collaborative Outreach Partnership (DANCOP)

Displays

Guest speakers (deaf and hearing)

In school Careers Days

Careers Fair Visits

Support from the RSDD careers lead as well as an external careers adviser

Work experience opportunities

Support with college and UCAS application forms

College and University Visits

Key Stages 1 and 2

- RSDD primary careers programme encourages the pupils to develop an awareness of people and their jobs including challenging stereotypical roles
- Pupils look at the different skills that may be needed for different roles
- Pupils begin to think about their own strengths, qualities and achievements
- Pupils start to explore deaf roles models in the world of work and to think about their own future aspirations
- Pupils are asked their future aspirations for the EHCP review

Key Stage 3 and 4

- Students begin to broaden their understanding of possible career options and future pathways, challenging any stereotypes and misconceptions they may have
- Students are encouraged to reflect on their strengths, interests and skills, and consider how these might impact study and career choices
- Students are given guidance on selecting key stage 4 options, undertaking work experience, and selecting post-16 pathways
- Students will participate in mock job interviews giving the opportunity to experience an interview, as well as practise and understand the role of a BSL interpreter in an interview situation.
- Students are supported to record their careers opportunities, strengths, qualities and skills and use this to build a CV
- Students are asked their future aspirations during the EHCP review, this is discussed with parents/carers and the Local Authority (if present).



Post 16

- Students continue to build on the knowledge of career options from key stages 3 and 4 which incorporates an understanding of their current pathway
- Emphasis is placed on building students' resilience when experiencing challenges and setbacks, and helping them to creatively explore alternative pathways
- Students have opportunities to develop and rehearse key self-advocacy skills
- Students are develop an understanding of their rights and responsibilities within the workplace with particular emphasis on deafness
- Students develop an understanding on access to work and equal opportunities within the work place, they are helped to identify inequality and how to raise concerns appropriately
- Students are given practical guidance on selecting key stage 4 options, undertaking work experience, and selecting post-18 pathways
- Chosen pathways, progress and future aspirations form an integral part of the EHCP meeting

4.1 Pupils with Complex Special Educational Needs (CSEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with the CSEND Coordinator and, where appropriate, professionals from relevant organisations, to put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Preparation Towards Adulthood is discussed in Education Health and Care Plan meetings from year 7 onwards.

RSDD careers leader may, as appropriate, invite deaf adults with disabilities to visit and share their experience and advice.

4.2 Access to RSDD Careers Programme Information

A summary of our school's careers programme is published on our school website, including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting enquiries@rsdd.org.uk.

4.3 Assessing the Impact on Pupils

- The Compass Evaluation Tool is used to assess how well existing provision meets the needs of all children and young people
- Surveys and feedback forms are used to gain pupils views
- Leavers destinations are recorded and where possible tracked through subsequent years
- Pupils aspirations for the future are recorded during EHCP meetings, these are discussed to ensure they are aspirational in line with their potential
- Work experience feedback is gained from employers on pupils performance and attitudes

5. Management of Provider Access Requests

A provider wishing to request access should contact Catherine Jones, Careers Lead.

Telephone: 01332362512 Email: catherine.jones@rsdd.org.uk or enquiries@rsdd.org.uk.



6. Opportunities for Access

A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers:

| | Autumn Term | Spring Term | Summer Term |
|----------------|---|---|--|
| Year 7 | Using the START Profile - Developing Skills and Aspirations Parents Evening Presentation Afternoon Presenter is always a deaf role model in education or work | | Whole School Enterprise Project Open Day Presenter is always a deaf role model in education or work |
| Year 8 | Community and Careers Session Updating the START profile Parents Evening Presentation Afternoon Presenter is always a deaf role model in education or work | DANCOP Assembly – Choosing future pathways including technical, vocational and further education courses/colleges | Whole School Enterprise Project Open Day Presenter is always a deaf role model in education or work |
| Year 9 | Goal Setting, future careers linked to GCSE options Updating the START profile Parents Evening Presentation Afternoon Presenter is always a deaf role model in education or work | DANCOP Assembly – Choosing future pathways including technical, vocational and further education courses/colleges Key Stage 4 guided choices evening EHCP Review Meetings | Employability Process and Online Presence Whole School Enterprise Project Open Day Presenter is always a deaf role model in education or work |
| Year 10 | DANCOP - CV and Interview technique skills Post 16 Open Evening Parents Evening Mock Interviews with deaf professionals including practice using a BSL interpreter Updating the START profile Presentation Afternoon Presenter is always a deaf role model in education or work | EHCP Review Meetings DANCOP Assembly – Choosing future pathways including technical, vocational and further education courses/colleges | Year 10 1:1 External Careers Advise Meetings, includes information about technical/vocational courses DANCOP – Pathways to Higher Education Whole School Enterprise Project Open Day Presenter is always a deaf role model in education or work |
| Year 11 | 1:1 External Careers Advise, includes information about technical/vocational courses College Application Form Support EHCP Review Meetings Parents Evening Visits to College Open Days Updating the START profile, including CVs Presentation Afternoon Presenter is always a deaf role model in education or work | DANCOP – Careers, Industries and Apprenticeship workshop College Application Form Support DANCOP Assembly – Choosing future pathways including technical, vocational and further education courses/colleges Visits to College Open Days Technical/vocational tasters at local college/s, training providers Support with College/Post 16 provider interviews | Confirmation of post-16 education and training destinations for all pupils Work Experience (June) |
| Post 16 | Attend UK Careers Fair Event at Pride Park Readiness for work including access to work workshop Support updating CVs, creating personal statements Updating the START profile EHCP Review Meetings Parents Evening UCAS, Higher Education, Apprenticeship application support Presentation Afternoon Presenter is always a deaf role model in education or work | Accessing BSL interpreters and understanding rights in the world of work 1:1 External Careers Advise, includes information about technical/vocational courses Volunteer work completed which is linked to vocational courses | Whole School Enterprise Project 1:1 External Careers Advise, includes information about technical/vocational courses Open Day Presenter is always a deaf role model in education or work |



7. Safeguarding

RSDD safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this policy

8. Complaints

Any complaints related to provider access can be raised following the school complaints procedure www.rsdd.org.uk/policies-reporting or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

9. 16-19 Bursary Fund

To provide financial help to learners who are facing financial difficulty, in particular, learners who may struggle to fully participate in their chosen course without help towards course costs to participate in education and training without some help towards the costs linked with learning. RSDD is able to award vulnerable student and discretionary bursaries based on the needs of individual students, taking into account their individual circumstances and within the guidelines and funding awarded by the Education and Skills Funding Agency (ESFA).

Allocation

RSDD is able to offer discretionary bursaries through funding allocated to us from the Education Funding Agency (ESFA). The funding is held and distributed from the school's restricted funds. RSDD is also able to access additional funding from the ESFA to support students who are eligible for a vulnerable student bursary.

- To be eligible to receive a bursary in the 2024 to 2025 academic year a student must be aged 16 or over but under 19 at 31 August 2024.
- Students aged 19 or over are only eligible to receive a discretionary bursary if they are continuing on a study programme they began aged 16 to 18 ('19+ continuers') or have an Education, Health and Care Plan (EHCP).
- These 2 groups of aged 19 plus students can receive a discretionary bursary while they continue to attend education (in the case of a 19+ continuer, this must be the same programme they started before they turned 19), as long as their eligibility continues and their institution considers they need the additional support to continue their participation.

Criteria One Vulnerable Student Bursary

Students who are aged 16 or over and under 19 on 31 August 2025 are entitled to apply for a Vulnerable Student Bursary if they meet one of the following:

1. Vulnerable Bursary

Those who qualify for this level of bursary could receive up to £1200 per year if they are in the following defined vulnerable groups:

- In care;
- Care leavers;
- Young people in receipt of Income Support or Universal Credit
- Disabled young people in receipt of Employment Support Allowance who are also in receipt of Disability Living Allowance or Personal Independence Payments.

The bursary award is £1200 a year. The bursary may be a reduced amount if the student's financial needs are met by others means or they have no relevant costs, e.g. where a student is in local authority care and their costs are covered.

Any bursary award will be subject to students meeting all the targets and objectives set out in their Post 16 Learning Agreement, satisfactory attendance, and standard of behaviour and providing documentary evidence to the School Bursary Panel.



Criteria Two Discretionary Bursary

Young people who are not eligible for a Vulnerable Student Bursary (criteria One) are able to apply for a discretionary bursary.

The actual needs of all individual students in addition to eligibility will be considered when awarding bursary funding. Each student's agreed award will be based on their actual participation needs.

Both types of bursary funding (discretionary and defined vulnerable groups) are designed to help young people overcome the individual financial barriers to participation they face, and will only be awarded to those who genuinely need them. Young people should only receive bursary funding to support the actual costs they incur to enable them to participate.

In assessing eligibility and considering the value of any award we will use the DfE published checklist and summary lists the most important things we feel it is important to consider when administering the 16 to 19 Bursary Fund.

Household income will be used to establish which young people are eligible for the discretionary bursary before confirming the actual amount of support.

Other factors, such as distance to travel from the school or provider and the number of dependent children in the household, as well as the actual participation needs the young person has will be used to determine eligibility and the amount awarded.

For families in receipt of Universal Credit we will ask for the 3 most recent monthly award statements. The take-home pay figure in addition to the amount of UC after all deductions will give a total monthly income. Using 3 months' statements will act as a guide to the household income for a quarter of a year. We will then estimate assumed income for a full year.

Below is a list of circumstances that are most likely to lead to a bursary award:

- Dependants of someone in receipt of Income Support
- Dependants of someone in receipt of Universal Credit with net earnings not exceeding the equivalent of £7,400 per annum.
- Dependants of someone in receipt of Employment and Support Allowance
- Dependants of someone in receipt of Job Seekers Allowance
- Dependents of someone who is in receipt of Child Tax Credits (without working tax credit) with an annual gross income of no more than £16,190
- Dependants of someone claiming the Guarantee element of State Pension Credit
- Support under part VI of the Immigration and Asylum Act 1999
- Living in a household that has an income of less than £25,000
- Those who can demonstrate that they are facing financial hardship.

Any bursary award may be a contribution towards the cost and may not necessarily cover the whole cost. The award will be subject to students meeting all the targets and objectives set (unless they have one) Post 16 Learning Agreement, including satisfactory attendance and standard behaviour as set out in the school absence protocol and producing documentary evidence / receipts to the Bursary Panel as requested.



Administration

- Applications will be accepted any time during the academic year up to the last day of the first half of the summer term and may be made at a pro rata rate from the date of application to the year-end date.
- Payment for the full Bursary will be made directly to students' bank accounts, as nominated by them, usually in three installments; October, January and April or as a one off payment where students need resources for the year ahead.
- "Payment in kind" may be considered appropriate, e.g. for food, books, course materials and travel passes, which will be deducted from the total bursary award.
- Payments for either Bursary will not be paid into another person's bank account unless there are exceptional circumstances where the student is unable to administer their own account.
- 10% of the Bursary Fund allocation will normally be retained as a contingency until April of each year for students who join the school later than the start of the academic year.
- No percentage of the total Bursary Fund will be retained to assist with administration costs.

Fraud

- If students and/or parents/carers provide false or incomplete information or we are not about part of the household income that is relevant, the matter may be referred to the Department for Education or the Police. The student and parents/carers could face prosecution and the school will recover any payments the student is not eligible for.
- Monitoring and Evaluation
- The Assistant Head teacher Secondary and Post 16 and Post 16 Lead will be responsible for ensuring that students meet targets and objectives as per their Learning Agreement. Failure to do so may result in the funding being withdrawn.
- The School Business Manager will be responsible for monitoring and reporting student absence in accordance to the school absence protocol and maintaining records in accordance with the requirements of the EFA and audit.
- The School Business Manager will be responsible for reporting to the EFA as appropriate.
- The 16-19 Bursary Fund Policy will be reviewed on an annual basis by the Governing Body.

Appeals

- All applications received will be considered by the Bursary Panel. The Bursary Panel consists of the Headteacher, School Commercial Manager, Deputy Headteacher Achievement and Post 16 Lead. The Bursary Panel reserves the right to award funding as it sees appropriate.
- The decision made by the Bursary Panel on the level of funding awarded is final. The Governors Appeals Committee will receive and determine only upon any appeals where funding is refused. Appeals should be addressed to the Clerk of the Governors c/o the school.

10. Links to Other Policies

This policy links to the following policies:

- Child protection policy
- Curriculum policy
- Pupil Premium Strategy

11. Monitoring and Review

This policy, the information included, and its implementation will be monitored by the Pupil Welfare Committee Governing Board and reviewed annually.

