



5A. Careers and Vocational Curriculum Procedures & Guidance

Reviewed by: SMT/MG/HJ Jan-March 2026 (annually)

Ratified by Trustees: May 2026

Next Review Date: Spring Term 2027

EDI Check: No EDI impact has been identified; this will be reconsidered at each annual review.

Sheiling Independent Careers Advice and Guidance (IAG)

Careers advice and guidance for students and their families is provided through an Independent Careers Adviser. This ensures that The Sheiling Ringwood (TSR) is supported with meeting their duty in line with Provider Access Legislation (PAL), Gatsby Benchmarks and the Education (Careers Guidance in schools) Act 2022, which stipulates that provisions must secure independent careers guidance as part of their offer to all students.

The adviser provides support through:

- One-to-one careers appointments to explore a range of future options. This may include exploration around colleges, specialist education, jobs, volunteering, activities, supported internships/ apprenticeships or help needed as an adult.
- Classroom visits and/or group sessions.
- Bespoke individual action plans, to ensure that the student's views and preferences are clearly represented.
- Parent support through telephone calls and Education, Health and Care Plan (EHCP) meetings if required.
- All students have the opportunity of support in priority order from leavers to starters.

Due to the complex needs of the students, the Independent Careers Adviser will work incredibly closely with the TSR's Work Experience Coordinators, Transition and Referrals Officers and Teachers to maximise the impact of this service and target the right support as they will have a more enhanced knowledge of students and their potential destinations. This will typically involve some preparation such as creating visual resources, liaising with teaching staff and planning out the approach taken.

This might include assisting in interview practice where the Independent Careers Adviser may be part of a panel to prepare our students for the expectations of a formal interview. TSR will endeavour to provide all students with some experience of interview; however, this will look very different dependent on the student's communication and comprehension level (See Appendix F).

The Sheiling Ringwood Careers and Vocational Resources

TSR is well resourced with a broad range of resources for the teaching of Careers and Vocational Education. Due to the varied levels and requirement for differentiation, teaching staff will often be required to adapt resources heavily to meet specific needs.

The TSR site itself is a fantastic resource offering a wide variety of opportunities to develop careers and vocational skills. These are often identified as onsite work experiences or simply as "jobs" for which the students will take ownership. Once an opportunity is identified, students are encouraged to complete an internal application form and potentially attend an individually adapted interview. Teaching staff will often spend time preparing supplementary resources to support these tasks to be achieved as independently as possible. These supporting resources will often take the form of symbolised or photo jigs (step-by-step instructions) or checklists.

TSR will also take advantage of technology in producing its own resources such as the use of informative videos, sequencing tasks and other creative solutions to assist students in reducing dependency from staff. TSR will use a broad range of external sources to access resources, carefully targeting activities to support learning; these will include sources such as BBC Skillswise <https://www.bbc.co.uk/teach/skillswise> and careers and

enterprise resources <https://resources.careersandenterprise.co.uk/my-skills-my-future>. In addition to digital and bespoke resources, TSR has a range of books and learning materials in the area of jobs and careers to support student understanding and to support them to read widely on this topic, where possible.

Sheiling School - Curriculum Provision (Implementation)

All teachers of secondary-aged students at TSR have responsibility for planning and teaching the relevant content for Careers and Vocational Education as part of the 'I Can' Curriculum and within the context of a broad and balanced curriculum offer for all students.

Sheiling School has a 'Careers and Work Experience Coordinator', who is responsible for coordinating the external independent careers advice that students receive and who coordinates onsite and off-site work experience opportunities, allocating these to students through liaison with class teachers.

Secondary-aged students access a range of lessons and learning experiences linked to Careers and Vocational Education, for instance, through learning about 'People who Help Us' in PHSE&C and, similarly, units on 'Jobs and Careers'. Post-16 students take part in a range of careers-based lessons across the curriculum where they have the opportunity to learn about the World of Work. Students have also had the opportunity to work collaboratively on enterprise-based projects. Previous work has included a car wash, a café and designing and producing items to sell at an event for parents and visitors.

In addition, we plan and implement extracurricular learning and curriculum enrichment around Careers and Vocational Education, for instance, running an annual Careers Day, inviting visiting speakers from different professional backgrounds into the school to talk to students about the work that they do, and visiting local services such as First Responders and the Police.

Each student's progress towards the relevant outcomes within Vocational Skills are tracked through the 'I Can' Curriculum Assessment Framework. Undertaking vocational activity and work experience also supports elements of the students' accreditation schemes.

At TSR, we involve parents in our careers education by keeping them up-to-date with events and progress via our Sheiling Newsletter, social media and regularly liaising with individual families. Parents contribute by attending events such as the Christmas Crafts Afternoon.

Sheiling School - Sequence and Content of Learning

For additional information and subject content, please see the relevant Schemes of Work for each key stage. As described, each Scheme of Work contains learning links and appropriate outcomes for students of different starting points and abilities. All students will access the full breadth of study but with the content and outcomes differentiated accordingly to suit individual aptitudes and needs.

Concepts and content in Careers and Vocational Education overlap between the relevant key stages to ensure opportunities for learning, and overlearning ideas and concepts for our students, which is important for their ability to memorise and grasp the learning. In making a judgement about individual outcomes and lesson content, teachers will ensure students are confident with one idea or concept before moving on and they ensure the outcomes are developmentally appropriate for students.

Some classes will have students from different year groups or key stages - the curriculum is organised so that each key stage follows a rolling programme of content. Teachers carefully record what students have studied to ensure there is not unnecessary repetition. Where students from different key stages may be in a class, teachers will allow for this in planning and make the relevant links, again, ensuring that content offers sufficient stretch and challenge based on the starting point and abilities of the students and without unnecessary repetition of content in units taking place.

All students also can participate in careers-based curriculum days and other whole school learning opportunities.

Teachers have access to schemes of work and will produce a medium-term plan which includes a broad overview of the subject content to be covered, as well as a week-by-week breakdown of learning, highlighting the aims of each lesson and the resources required. The content and style of the learning will be determined by student needs, aptitudes and prior progress. Planning also reflects how IEP targets, communication targets and other developmental aims are integrated with the academic content of lessons.

Careers and Vocational Education links through and permeates all areas of the school curriculum. Areas of particularly strong cross-curricular linking and cross-curricular learning opportunities are highlighted below:

Cross-curricular links include:

PSHE&C - awareness of people who help us and different jobs and careers, community participation; English/Reading - development of subject specific vocabulary, writing and recording a CV, answering and asking questions using preferred method of communication, for instance, in the context of job interviews; Computing - using IT-based equipment to research and find out about different jobs or to apply for jobs online; Community Skills and Educational Visits - visits to employers, being safe in the community, undertaking Work Experience.

Sheiling School - Role of the Subject Coordinator

Careers and Vocational Education is overseen as part of subject leadership responsibility by two members of teaching staff, including our Work Experience Coordinator. The relevant staff monitor the planning and implementation of the Careers and Vocational Education curriculum and maintain a strategic overview of how their subject is being taught across the school. The subject coordinator ensures development of the subject and oversees teaching, monitoring of planning, resources and help to inform plans for further development of the subject in the curriculum. The subject coordinator also seeks and promotes links with other schools and employers/work providers and driving up opportunities for both onsite and offsite work experience. The subject coordinator is also responsible for organising curriculum enrichment, for instance, whole school Careers Days, and similar.

Sheiling College - Curriculum Provision (Implementation)

Where possible, preferred vocational destinations are established during initial assessment with consultation with the student and/or family and carers or at the earliest stage; this will inform the development of a bespoke curriculum for each college student. For many, this planned destination or aspirations in regard to vocational options may change throughout their course or the destination will be unknown. For these students, teachers will consider their current interests and skill set; they will then develop a programme to help them, explore a range of vocational experiences, refine their choices

and build skills to enable them to have more sustainable employability options post-Sheiling College.

Each student will have a long-term goal in the curriculum domain of “Vocation and Work”, which would normally last for a student’s whole placement. This will provide a clear aiming point for teachers to develop a curriculum towards this goal. This long-term goal will be broken down into medium-term goals which would last approximately a year, then targets will be assigned to each medium-term goal. Vocation and Work targets will appear on daily lesson plans and this learning will be tracked following the principles of RARPA (Recognising And Recording Progress and Achievement). This provides teachers with the flexibility to direct Vocation and Work targets into a range of sessions. A student’s timetable will often have Vocational Skills sessions where the majority of learning will be directed towards transferable skills acquisition; however, Vocation and Work targets will often appear in other sessions such as horticulture, cooking or be worked on during independent living skills tasks or when participating in work experience. More theoretical careers and vocational-based learning will more commonly be worked on during PSHE sessions; however, this is not exclusive as all subjects can, and will at times, link with careers or vocational applications to help contextualise learning. Target achievement rates are monitored by the teacher and the college’s senior managers regularly to ensure students are meeting planned expectations and further intervention is not needed. These targets are also reviewed at two points during the year to ensure sufficient stretch and challenge or, if targets are not yet being met, additional smaller steps are added to capture the progress that is being made.

In addition to the non-accredited tracked learning mentioned above, all students will work on relevant accredited learning units from either OCR or Ascentis exam boards. These will be at Entry 1, 2 or 3 level and both accredited courses have World of Work units, which may be assigned by teaching staff to contribute to a student’s overall programme.

College students are placed in classes based on peer compatibility and interests. With each student having very different bespoke programmes and targets, it is necessary for each student to have their own lesson plan for each session. This enables less compromise in terms of session delivery and more opportunity for creative peer grouping around such things as work experience. It is common for students to join other groups to gain work experience opportunities or to attend these on their own with a staff member. Parents and carers being informed, and being part of the discussion, is often as important as the young people themselves when looking at post-TSR options such as vocational destinations including volunteering or supported work or further education options. TSR produces a work experience newsletter that is circulated to parents, carers and work experience providers that provides mini case studies of good practice and an opportunity to raise awareness of what options can be explored. Parents and carers are also invited to transitions meetings, typically 3 per year for any final year students. Within these meetings, vocational opportunities are explored and action plans are put in place to help facilitate successful transitions post-college.

Sheiling College - Sequence and Content of Learning

Sheiling College does not have pathways or single courses that students will enrol on. This is a response to the very varied needs, abilities and interests of the students. The curriculum domains and processes allow a framework and scaffold for teachers to write very specific, individualised programmes for each student. This results in teachers not being able to rely on generic schemes of work for their delivery. Teachers need to acquire an in-depth knowledge of the student and plan appropriately, working to build on baselines

established to reach milestones that are aspirational, but realistic for everyone. Teachers can reference other published sources such as the Sheiling School schemes of work when devising a student's programme; however, teaching should be targeted and specific rather than generalised and prescriptive. Each teacher works alongside a peer to quality assure and co-create targets and sequences. Study programmes are all scrutinised and approved by senior leaders before implementation.

Using RARPA processes correctly should enable each student, by default, to have a highly sequenced curriculum that considers spikey profiles and gaps in knowledge. This approach allows teaching staff to dedicate enough time to ensure learning has taken place before moving on to the next skill or concept. This curriculum is bespoke and tailored but also co-created with the student, allowing free adaptation wherever needed to ensure students are motivated whilst having the "just right" level of stretch and challenge. Quality processes are robust to ensure the most appropriate learning programmes are being delivered with senior leaders checking regularly on delivery and measuring impact.

Sheiling College – Role of TSR's Preparing for Adulthood (PfA) team

Sheiling College does not have subject specialists as its teaching staff will have their expertise grounded within the small group of complex students they support. It will be the class teachers who will baseline and write the curriculum for each of their students. The class teachers are best placed to be able to work out what the priorities for learning are for each of their assigned students; however, they will be able to access advice, guidance and support from other professionals and work with a peer (another college teacher) to quality assure and co-create where needed. The PfA team consists of a Community Access Coordinator, Transitions and Referrals Officer and Work Experience Coordinator. This team will support teachers in developing appropriate educational programmes which are aspirational whilst also being deliverable from an operational perspective.

The PfA team will have regular contact with class teachers and each colleague will have slightly different responsibilities associated with the careers and vocational education. The Community Access Coordinator will provide some direct support in terms of taking students out in the community. They will typically work on skills such as travel training, safety and appropriate public interaction skills. Using this experience and expertise, they will be able to provide some advice on appropriate target setting critical for students to access options post-college.

The Transitions and Referrals Officer will have been critical in the development of initial assessment and will have attempted to gain any information about aspirations regarding future plans. They will also lead on transition meetings which will aim to identify the chosen pathway for the student in preparation for them leaving college. This is done through discussions with the student, their family and key local authority stakeholders. The Transitions and Referrals Officer will work within the Preparation for Adulthood team and liaise regularly with the independent careers advisor to ensure transition plans are person centred. A record of the students planned and achieved destinations will be tracked on a spreadsheet across a 5-year timespan. The teacher will check with the Transitions and Referrals Officer that skill development is being targeted to options that are achievable and available post-college. This is particularly relevant with residential students who are placed 'out of county' because, if the student is returning to their home county, teachers will want to ensure opportunities being prepared for are attainable. In such situations, a great deal of liaison will take place with Local Authority teams and vocational options could be used

as a contributing reason to direct a student post-college to a different geographical location.

The Work Experience Coordinator will have strategic overview of Careers and Vocational Education working with senior leaders. They will gain a good working knowledge of the students so that the best and most appropriate opportunities can be explored. They will act as a facilitator to help guide the Independent Careers Advisor, provide work experience application forms, arrange student interviews, offer support to teachers in creating vocational profiles, plan, assess and review internal and external work experience placements. Accurate documentation will be kept on Databridge held against the Students' record.

TSR's Onsite Work Experience

Vocational awareness is also promoted through individually planned work experience. This takes into consideration the needs, interests, strengths and aptitudes of each student and, wherever possible, will take account of Student Voice, incorporating ideas and aspirations that the student is able to communicate into the experiences that they have of the World of Work. Onsite, there are many opportunities for students to contribute to the Sheiling community eg. by being responsible for collecting recycling, delivering milk, working in the kitchen garden, working in kitchen areas to cater for events, undertaking estate work, working alongside the Facilities Team and a range of other opportunities. Onsite work experience plays a vital role in the preparation of our students to be ready for external work experience options and vocational opportunities post-TSR.

Onsite work experience can act as a 'stepping stone' providing a safe and realistic training ground where the consequences of making mistakes, feeling overwhelmed or being unable to complete a task are easily managed. In the familiar setting of TSR, students can hone their skills or differentiate what they have learnt in the class onto real practical tasks. For many students with transitional or behavioural challenges, this can be integral to their learning journey. As with all learning opportunities, students are supported at work experience by both residential and education staff so gain excellent insights from both sectors.

TSR's External Work Experience

The aim of external work experience for students at TSR is to provide realistic, work-related learning opportunities to develop the skills, self-esteem and community engagement for the students and prepare them for future work opportunities in adult life. The work experience should be meaningful, tailored to the student's needs and interests and, above all, be a safe positive experience. Individual Study Programmes and Individual Education Plan (IEP) outcomes will be embedded within the work experience. Our procedures for engaging with employers in organising, managing and evaluating work experience are as follows:

Stages of Work Experience Planning and Operation

Identifying Work Experience

When identifying a possible work experience opportunity, it is necessary for staff to establish the appropriate contact details of the organisation and pass these onto the appropriately-trained Work Experience Assessor (WEA) so that they can make contact. The WEA will then contact the potential provider by the most appropriate means and,

where an interest is registered, the process and requirements for a work placement will be discussed further.

Assessment

The WEA (Appendix A) must arrange a site visit to complete the Health & Safety Verification Form (Appendix B) and obtain copies of the required documents which will always include Liability Insurance. In the event that some of the required documentation is unavailable to TSR, an action plan should be developed by the WEA and the organisation to provide them. If the documents are not provided, work placement cannot take place.

The WEA will carry out a full Risk Assessment (RA) of the site, activities, processes and any hazardous substances. They should do this with an appropriately-trained or knowledgeable employee from the work experience organisation. It is essential that all areas and activities are witnessed during the visit. The format of this RA should be the same as our RA template. [Risk Assessment Template.dotx \(sharepoint.com\)](#)

If it is assessed that the work experience opportunity is not suitable, the WEA must discuss this with Head of School/College or their deputies. An opportunity to support the placement organisation to provide relevant risk control measures should be provided.

Approval and Induction to Work Experience

The WEA must present the RA and Health & Safety Verification Form to the Head of School/College to countersign. Both forms must also be signed by an appropriately-trained, or a named, Health & Safety representative from the organisation. This process means the placement has been approved. The WEA, in consultation with the student's TA/Support Worker, must arrange for the completion of a student-specific RA which should include reference to their individual care, medication and behaviour plans.

Once a placement has been agreed and all supporting documents are in place, the WEA must compile a Work Experience Employer Pack (Appendix D) to be sent to the work experience organisation. The employer must read, sign and return it to the WEA prior to the placement beginning.

On completion of the above steps, the WEA will share a completed 'Job Analysis' form with the teacher to ensure as much as possible that a student and their work experience are positively matched. The WEA must then organise an induction visit for the student and their supporting TA/Support Worker. The purpose of this visit is to gain knowledge of the organisation, to observe the student in the environment, to test the RA and to comply with any health and safety requirements of the organisation. For some individuals, it may be necessary for the WEA to facilitate a transition visit prior to the induction. This may be in conjunction with the Leisure and Community Lead.

Operating the Work Placement

It is best practice for the TA/Support Worker who is experienced in supporting the student to work alongside them and support them to evaluate their progress in the placement.

There will be opportunities for the staff member to capture progress on the student's Individual Study Programme/IEP targets and academic programme. This may necessitate the use of a camera, which should be done with the permission of the organisation and only by using a Sheiling device.

The TA/Support Worker is responsible for supporting the student's needs and ensuring all safety equipment is worn, carried and stored appropriately.

If at any time the supervising staff member feels the environment is unsafe for the student for any reason, or if the student is not in an appropriate emotional state or unwell, the work

experience should be stopped with immediate effect until such time as visits can be successfully resumed.

Review of Work Experience

In addition to the dynamic RA by the student's supervisor during the work experience, the RA will need to be reviewed if there are any significant changes within either organisation. The RA may also need to be reviewed if an additional student is placed at the same organisation. All RAs and Health & Safety Verification Forms and their associated policies will need to be reviewed annually for any amendments.

Collation of Work Experience Information

All paperwork for each work experience placement will be collated centrally in electronic form with hard copies kept within the college/school, as appropriate. Access to this information will be available to those involved in the process and senior college/school staff.

Sheiling School Assessment Opportunities (Impact)

Students are assessed using TSR's 'I Can' Curriculum Assessment Framework. Given the starting points and complex needs of our students, learning about careers and the associated key skills is fundamentally important. Within our assessment framework, in Cognition and Learning, we have a specific strand of learning with suitable learning outcomes for students for 'Vocational Skills' and students can work towards these as discrete learning outcomes or within their IEPs throughout the age range. The outcomes are also suitable for inclusion as annual or long-term outcomes within students' EHCP plans, both within Cognition and in Preparation for Adulthood. These outcomes provide a framework of the key learning that we want students to undertake before they leave the school and capture the 'big ideas' within the Careers and Vocational Education curriculum. The system allows for personalisation and adaptation of outcomes wherever needed.

Progress may also be assessed and reflected within other areas of learning. As discussed, Careers and Vocational Education support all areas of learning. Other areas beyond Vocational Skills where we may commonly assess, set outcomes and demonstrate progress include, but are not limited to:

- Cognition and Learning - transitions and change, organisation and independent learning
- PSHE&C
- Social and Emotional - understanding and expressing emotions, coping in groups, being with others
- Communication and Interaction - social communication
- Accreditation frameworks (KS5)

Progression over time is checked in real time as part of lessons and is monitored by school leadership over the course of each term, with targets for progress set within academic subjects and within the students' Individual Education Plans.

Teachers maintain a Progress File for each student, highlighting outcomes achieved, levels of support and level of confidence/mastery, with each skill or knowledge attained. Class teachers report on the progress of all subject areas as part of the student's Annual Review.

Sheiling College Assessment Opportunities (Impact)

College students have a variety of targets assigned to the Vocation and Work curriculum domain which are assessed continually throughout the student's educational programme. These targets are Specific, Measurable, Achievable, Realistic and Time framed (SMART) and assessed as 'achieved' or 'not achieved' so subjectivity is reduced. A prompt hierarchy is used to assess the level of support required; this ensures small steps of progress can be measured accurately. Staff track target achievement and record regularly using progress recording forms on Databridge. These targets contribute to medium-term and long-term goals which align to EHCP outcomes, wherever possible. In addition to this, accredited learning is evidenced following the requirements of accredited bodies. More information can be gained via reference to the Sheiling College Assessment Policy. A large measure of impact is destination data analysis. Student alumni destination data is tracked by the Transitions and Referrals Officer and compared from 'planned' to 'actual' destinations achieved. Teachers report on achievement and progress within Annual Reviews and transition reviews have specific emphasis on destination planning.

Appendix

- A - List of Work Experience Assessors
- B - Work Experience Health and Safety Verification Form
- C – Work Experience Flow Chart
- D i) – Sheiling College Work Experience Employers Pack
- D ii) - Sheiling School Work Experience Employers Pack
- E – Work Experience Emergency Information Pack
- F – 4-Tier Student Interview Practice Process
- G - The Sheiling Ringwood Response to National Careers Strategy

APPENDIX A

Work Experience Coordinators:

- Claire Mitchell (Sheiling College)
- Bassima Vard (Sheiling School)

APPENDIX B

Work Experience Health and Safety Verification Form

Name of Company/Organisation

Address

Postcode

Contact Name

Email Address

Contact Number

Policy/ Documentation	Tick if present	Expiry date
Employer Liability Insurance		
Health and Safety Policy		
Under 18s/Young Person's Risk Assessment		
Organisation Induction/Orientation		
Employer has access to competent health and safety advice and guidance		
Employer completed risk assessments for business activities (this should include Covid-19 guidelines)		
Employer system for recording accidents		
Access to first aid kits and qualified first aiders		

Health and Safety Action Plan (for any items missing from above, need for PPE etc)
The employer has received minimal information about the Sheiling College student The employer has received the Sheiling College emergency contact details

Authorisation Signature - Company:

On behalf of the company, I confirm the above information is correct and we will implement the agreed Health and Safety Action Plan as necessary

Print Name

Signature

Position

Date

Authorisation Signature – The Sheiling Ringwood:

On behalf of The Sheiling Ringwood, I viewed all the Health and Safety documentation and, where necessary, agreed a Health and Safety Action Plan with the employer's representative.

Print Name

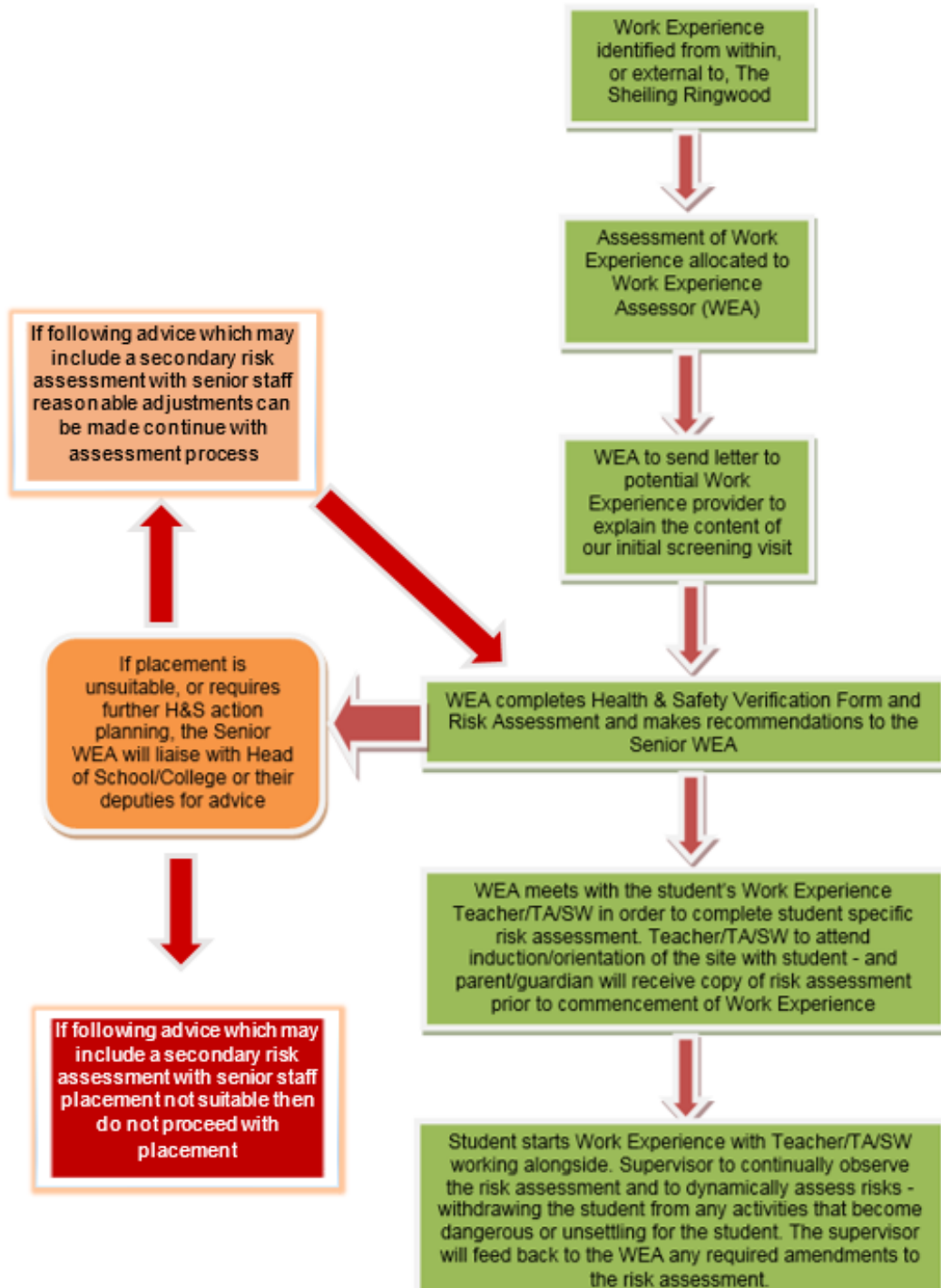
Signature

Position

Date

APPENDIX C

WORK EXPERIENCE FLOW CHART



APPENDIX D i) - Sheiling College

Work Experience Employer Pack - Sheiling College

Dear (NAME).

I am writing first and foremost to thank you for agreeing to support Sheiling College by offering the opportunity of a work experience placement within your workplace. In doing so, it offers our young adults a chance to experience the world of work in a realistic environment, allowing the transfer of vocational skills to be practised within the context of a real job.

We also hope that by working with and supporting us with work experience opportunities, you will gain an insight into the many potential benefits of employing people with special educational needs and disabilities (SEND).

It has been agreed in principle for (name of student/s or number) and their supporting staff to participate in work experience for (timescale). This will begin with an (induction or visit) on (date).

Yours sincerely,

Claire Mitchell
Work Experience Coordinator (Sheiling College)
Contact Details:
Claire.mitchell@thesheilingringwood.co.uk
01425 482498

EXPECTATIONS AND RESPONSIBILITIES

We aim to attend work experience placements regularly and at the time mutually agreed. However, if this is not possible, we will endeavour to contact you with this information as soon as possible. Please be mindful that, due to the nature of our work, this may on occasion be at short notice.

Each student will always be supported by one of our staff members (1:1): the level of support required may change as a placement progresses, but this will always be based on an individual basis and always in discussion with the employer.

We will provide you with information about the work experience student so you can feel confident the placement can be managed in a way that is positive and beneficial to both parties. This may include strengths and weaknesses; skill sets and individual vocational targets. In return, we ask that you retain any information we give you confidentially, and in line with recent GDPR guidelines.

To ensure we are able to adhere to health and safety guidelines and can learn how to complete the tasks safely, we expect to be invited to attend an induction/show around. It is important however, to remember that “the placement provider (employer) has primary responsibility for the health and safety of the student and should be managing any significant risks” [Health and Safety Executive-HSE]. Any forms that you require to be completed, will be done so by our supporting staff member, if the student is unable to do so.

I will be the main Sheiling College contact (please note, I work part time), but please feel free to approach the supporting Sheiling College staff if an issue should arise. [It is important that we address any discrepancy swiftly to enable the placement to continue positively.](#) I should have the details of the person you would like to be the main contact from your establishment.

Although supported by our staff, feedback from employers is invaluable and we would appreciate if an amount of time could be given to observe/overview/sign off given tasks, where appropriate. Not only will this provide a sense of achievement, confidence, and reality for our students, it will give you an opportunity to ensure we are meeting our responsibilities.

Thank you!

Vocational Profile

First name:

How do you prefer to communicate?

What motivates you?

Do you have any previous work experience?

What skills do you have that you can use in the workplace?

What do you find difficult?

In what way might you show that you are finding things difficult?

What minor adjustments may be required to support with these difficulties in the workplace?

Date of most recent update:

Emergency Contact Details

If the staff member supporting the student is incapacitated for any reason, please call the following numbers to inform the Sheiling College and request support:

- Sheiling College PA – Alison Pollington - 01425 482448

If you are unable to contact Alison, please try the numbers listed below:

- Head of College – Hannah Jones – 01425 482426 (Mob 07595 192605)
- Deputy Head of College – TBC – 01425 482459 (Mob 07718 767214)

Please include a WORK EXPERIENCE EMERGENCY INFORMATION PACK if it is a 1:1 placement.

I can confirm that I have read and understood the enclosed work experience employer pack, including any medical information (if applicable).

I agree to retain any confidential information I may receive in line with GDPR guidelines.

Name:

Job Title:

Contact details:

APPENDIX D ii) - Sheiling School

Work Experience Employer Pack - Sheiling School

Dear (NAME).

I am writing first and foremost to thank you for agreeing to support Sheiling School by offering the opportunity of a work experience placement within your workplace. In doing so, it offers our students a chance to experience the 'world of work' in a realistic environment, allowing the transfer of vocational skills to be practised within the context of a real job.

We also hope that by working with and supporting us with work experience opportunities, you will gain an insight into the many potential benefits of employing people with special educational needs and disabilities (SEND).

It has been agreed in principle for (name of student/s or number) and their supporting staff to participate in work experience for (timescale). This will begin with an (induction or visit) on (date).

Yours sincerely,

Bassima Vard
Careers & Work Experience Coordinator (Sheiling School)
Contact Details:
Bassima.Vard@thesheilingringwood.co.uk
01425 482413

EXPECTATIONS AND RESPONSIBILITIES

We aim to attend work experience placements regularly and at the time mutually agreed. However, if this is not possible, we will endeavour to contact you with this information as soon as possible. Please be mindful that, due to the nature of our work, this may on occasion be at short notice.

We will provide you with information about the work experience student so you can feel confident the placement can be managed in a way that is positive and beneficial to both parties. This may include strengths and weaknesses; skill sets and individual vocational targets. In return, we ask that you retain any information we give you confidentially, and in line with recent GDPR guidelines.

To ensure we are able to adhere to health and safety guidelines and can learn how to complete the tasks safely, we expect to be invited to attend an induction/show around. It is important however, to remember that “the placement provider (employer) has primary responsibility for the health and safety of the student and should be managing any significant risks” [Health and Safety Executive-HSE]. Any forms that you require to be completed, will be done so by our supporting staff member, if the student is unable to do so.

I will be the main Sheiling School contact, but please feel free to approach the supporting Sheiling School staff if an issue should arise. I should have the details of the person you would like to be the main contact from your establishment.

Although supported by our staff, feedback from employers is invaluable and we would appreciate if an amount of time could be given to observe/overview/sign off given tasks, where appropriate. Not only will this provide a sense of achievement, confidence and reality for our students, it will give you an opportunity to ensure we are meeting our responsibilities.

Thank you!

Vocational Profile

First name:

What interests/hobbies do you have?

Do you have any previous Experience?

What technology do you use?

Brief description of needs:

What skills do you have?

What do you find difficult?

Any physical needs?

Emergency Contact Details

If the staff member supporting the student is incapacitated for any reason, please call the following numbers to inform the Sheiling School and request support:

- Sheiling School Admin: PA to Head of School 01425 482406

If you are unable to contact Sheiling School admin, please try the numbers listed below:

- Head of School: Andy Walters – 01425 482490 (07595 192603)
- Deputy Head of School: Jonathan Tebbutt - 01425 482494 (07848 028522)
- Class Teacher: (insert contact details)

Please include a WORK EXPERIENCE EMERGENCY INFORMATION PACK if it is a 1:1 placement.

I can confirm that I have read and understood the enclosed work experience employer pack, including any medical information (if applicable).

I agree to retain any confidential information I may receive in line with GDPR guidelines.

Name:

Job Title:

Contact details:

APPENDIX E

Work Experience Emergency Information Pack - Example

Student Medical Details

First name:

Emergency medication? Y / N Name of emergency medication:

Epilepsy? Y/N If yes to either, is there a protocol attached? Y / N

I the employer, can confirm in the case of an emergency, that someone with basic 1st aid training could be called upon _____ (signed) _____ (date)

Challenges

If my support worker is unable to help me, I may find it difficult.....

to stay calm

to communicate what I want or need

to continue with the task at hand

Support

If I am finding things difficult and my support worker is unable to help me, the following will be helpful...

talking to me slowly using minimal language, or using the communication system that I carry with me (symbols, PECS book, iPad)

following me to ensure I stay safe, if I try to leave

Note: please add/delete to 'challenges' and 'support' on an individual basis.

APPENDIX F

The Sheiling Ringwood 4-tier student interview practice process

Tier 1 – Non-verbal – very limited communication ability.

Process

Applicant is prepared for the interview with social story. The interview will take place in a room with a panellist and their supporting staff member. The panellist will discuss with visual support the job requirements and skills needed to help aid in comprehension and give a flavour of a formal interview. The challenge and demand on the applicant is to be able to be in the room, experience the process and if possible show signs of engagement and interaction throughout. The applicant will be identified prior to the adapted interview for their likelihood to be capable and willing to do the roll. This would be decided by people who know the applicant well. They would then be asked to trial the job role and feedback would be given by supporting staff members, to determine if the job remained appropriate for the applicant. This would be monitored by the reaction of the applicant doing the tasks.

(Flavour/Experience)

Tier 2 – Low level communicator – AAC or limited speech but ability to respond to direct prepared questions with visual and staff support.

Process

Applicant is prepared for the interview with social story. The interview will take place in a room with a panellist and their supporting staff member. The panellist will discuss with visual support the job requirements and skills needed to help aid in comprehension and provide a heavily adapted and supportive interview. The challenge and demand on the applicant is to be able to be in the room, experience the process and be supported to answer a small selection of prepared questions using visuals and/or preferred method of communication/ AAC device. A short, recorded feedback form would be completed by the panellist to determine how the applicant coped with the process. The Applicant will be identified prior to the adapted interview for their likelihood to be capable and willing. This would be decided by people who know the applicant well. They would then be asked to trial and feedback would be given if the job remained appropriate for the student. The applicant would be asked to provide feedback in the form of supported communication, and this would be compared to the reactions and interpretation of supporting staff when the applicant had been doing the task.

(Experience/ prepared questions / expectation responses to be inaccurate and short feedback of interview will be recorded/ student feedback of job will be attempted with comparison to staff interpretation)

Tier 3 – Medium to low level communicator – competent AAC or some increased spoken ability. Clearly identified ability to respond to direct prepared questions with visual and staff support.

Process

Applicant is supported to produce an application form or provide evidence that they are willing and able to be an applicant for the required job. Applicant is prepared for the interview with social story. The interview will take place in a room with a panellist and their supporting staff member. The panellist will discuss with visual support the job requirements and skills needed. The interview will have a formal process and expectation will be that the applicant will be expected to communicate why they are appropriate for the role, what the basic requirements are and clearly identify they are willing to do the job. This will be in the form of prepared questions that applicants can practice prior and use visuals and/or preferred method of communication/ AAC device. A record of answers on responses will be taken and there will be some expectation of accuracy. They would then be asked to trial and feedback would be given if the job remained appropriate for the student. The applicant would be asked to provide feedback in the form of supported communication and this would be compared to the reactions and interpretation of supporting staff when the applicant had been doing the task.

(Supported/adapted Application, prepared questions/ expectation responses to be somewhat accurate and recorded / student feedback of job required comparison to staff interpretation)

Tier 4 – Medium level communicator – very competent AAC or spoken ability. Clearly identified ability to accurately respond to direct questions with staff supporting with limited prompts only if necessary.

Process

Applicant is supported to produce an application form or provide evidence that they are willing and able to be an applicant for the required job. Applicant is prepared for the interview with an official invitation or correspondence. The interview will take place in a room with a panellist and their supporting staff member (the staff member is asked to only provide support if necessary and are there for emotional support. The panellist will ask the applicant about the job requirements and skills needed. The interview will have a formal process and expectation will be that the applicant will be expected to communicate why they are appropriate for the role, what the basic requirements are and clearly identify they are willing to do the job. This will be in the form of prepared questions that applicants can practice prior and use visuals and/or preferred method of communication/ AAC device. A record of answers on responses will be taken and there will be some expectation of accuracy. They would then be asked to trial, and feedback would be given if the job remained appropriate for the student. The applicant would be asked to provide feedback in the form of supported communication, and this would be compared to the reactions and interpretation of supporting staff when the applicant had been doing the task.

(Supported/adapted Application, prepared open questions asked / expectation responses to be accurate / student feedback of job required comparison to staff interpretation)

APPENDIX G

The Sheiling Ringwood Response to National Careers Strategy

In developing our Careers and Vocational Education programmes, the Sheiling School and Sheiling College has audited against and taken account of the 8 Gatsby Benchmarks within the National Careers Strategy. 'Careers guidance and access for education and training providers' (DFE, July 2021) highlights the importance of careers education in planning for the future of our students. All schools and colleges are expected to use the internationally recognised Gatsby Benchmarks to develop a careers programme that increases opportunities for students to access everything from experiences of the workplace and personal guidance with a career's adviser to engagement with employers, colleges, and training providers. A summary is below of how the Sheiling School and Sheiling College offer relates to each of the Gatsby Benchmarks:

Benchmark	Notes	How we currently meet this Benchmark- Careers at Every Level
A stable careers programme	Every school and College should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	We offer a whole School/College careers programme and support embedding it within education programmes including engaging with our Trustees, information for parents and engaging with a range of employers and local community contacts to be part of a long-term network.
Learning from career and labour market information	Every student and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	TSR has adapted and has a full set of accessible resources about different jobs and careers, and these are regularly reviewed. TSR utilises an Independent Careers Adviser working closely with internal Work Experience Coordinators to provide the most appropriate information support and guidance to the students we support. TSR engages with Dorset Careers Hub to provide guidance and information regarding our careers education inclusive of local labour market information and opportunities. TSR actively engages with local organisations and employers. We support students to build skills and to create future aspirations and plans at a level that is appropriate and meaningful to them.
Addressing the needs of each pupil	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. The school careers programme should embed equality and diversity considerations throughout.	Our curriculum offer is tailored to meet the needs of our students with a range of learning disabilities. Session plans and resources are highly differentiated based on the needs of the participants and individual career development plans are created, as well as articulating the employment outcomes on the EHCP plans. All students access the curriculum and will have specific and individualised vocational goals appropriate to them.

<p>Linking curriculum learning to careers</p>	<p>All teachers should link curriculum learning with careers.</p>	<p>Rather than being taught in isolation, careers education permeates the whole curriculum. Within Sheiling School, careers education is delivered through the relevant units of work and schemes of work across PSHE&C and additional subjects, extracurricular learning and practical work experience. Within Sheiling College, each student will have a dedicated Vocation and Work curriculum domain with long-term, medium-term goals and targets appropriate for each student. Vocational skills sessions will take place, but careers and skills needed to build sustainable vocational post-Sheiling College options will be embedded within a wide variety of other curriculum areas, for example Functional Skills can be linked to realist applications that will assist a job, Health and Wellbeing targets could include developing coping skills and appropriate behaviour needed to have a sustainable work placement. Where appropriate accredited learning units will be undertaken such as OCR Life and Living Skills–World of Work units N1-N17.</p>
<p>Encounters with employers and employees</p>	<p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>	<p>Students undertake a range of enterprise schemes throughout the curriculum, and these are embedded. Students develop their skills in a variety of work environments. Where possible and appropriate, employers have been invited to speak and provide information about jobs; this has included engagement with Young Enterprise. TSR has a range of external links with employers for purposes of informing students & organising work experience. TSR college hosts an annual Transitions Event with relevant employers and social care establishments in attendance.</p>
<p>Experiences of workplaces</p>	<p>Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.</p>	<p>TSR provides first-hand workplace experiences both internally and externally for every student, wherever appropriate and possible. Students are fully supported to engage with employers and learn about a range of careers through suitable activities. Appropriate work experience is arranged and established through working in a collaborative way involving the Work Experience Coordinators, class teachers and Independent Careers Advisers. Over time, TSR has built a network of engaged employers to provide a wide variety of</p>

		opportunities. During leisure and community outings, a variety of different workplaces are visited.
Encounters with Further/ Higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, universities and in the workplace.	All students will explore a range of options available to them and wherever possible be as involved in the process of future planning. Students learn about previous The Sheiling Ringwood students who have gone on to further study, different social care options and/or vocational opportunities. This will often include inviting previous students to come in and explain what they have been doing. Students will visit other FE providers, working placements & care providers so they can have more of an informed and tangible view of what different routes look like post-Sheiling. There is no preferential or assumed path from Sheiling School to Sheiling College and a range of options will always be explored and, where possible, views captured to inform future planning. An annual transition event is facilitated at TSR with relevant providers in attendance.
Personal guidance	Every student should have opportunities for guidance interviews with the Careers Adviser. These should be available whenever significant study or career choices are being made. They should be expected for all students but timed to meet their individual needs.	TSR utilises an Independent Careers Adviser who engages with all students post-secondary age. Students have access to structured job interviews and selection process facilitated by Sheiling staff and, where appropriate, the Careers Adviser. There is a thought-out process to enable this to be as inclusive and appropriate as possible. The Independent Careers Adviser joins Annual Reviews and supports to identify further options for students.

End of Document