



St John's School

Achieving Together

Article 3: *All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.*

Article 23: *You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.*

Preparing for Adulthood and Careers Programme

Policy Status: Statutory

Review Cycle: Annually

Owner: Lianne Lynch

Date: November 2025

Approved by: SLT

Date: November 2025

Review Date: November 2026

Introduction

The **Children and Families Act 2014** and the **SEND Code of Practice 2014** define four outcomes essential for preparing a young person for their adult lives. These are:

- Further Education and Employment
- Independence
- Good Health
- Friendships, relationships and being part of the community.

This document explains what pupils, their families and professionals can expect St John's school to do to support pupils to prepare for their adult lives in each of these areas.

The Careers and Transition Lead for the school is **Lianne Lynch**. Information is shared with pupils and parents/carers during annual reviews, consultation evenings, transition information sessions and individual support to parents as appropriate.

Contact details for Lianne Lynch - lianne.lynch@biltt.org

Statutory Requirements

In order to comply with The Baker Clause as a statutory duty and legal obligations under section 42B of the Education Act 1997 please read our Provider Access Policy Statement

Careers and Preparing for Adulthood

The Secondary and Further Education (FE) curriculum is carefully designed in accordance with the '16– 19 Study Programmes Guidance' (2018); a deep understanding of individual learning needs and aspirations are used to plan:

- Structured, challenging and functional learning programmes which help prepare pupils, not only for getting a job but all aspects of preparing for adulthood.
- Programmes which aim to develop pupils' character, skills, attitudes and confidence to support progression
- Programmes to develop independent living skills, wellbeing and happiness.
- Delivery which builds the skills and confidence to make a positive transition into Further Education, employment or independent/supported living.

Individual student progress within the curriculum is regularly shared with parents and carers through Annual Reviews, progress reports, IEP review documents, Parents Evening and Evidence Me. Curriculum content is shared termly via the curriculum forecast. The school works with The South East Midlands Growth Hub to work towards fully meeting the Gatsby Benchmarks, which are recognised as the standard for good career guidance in schools.

Overview of what a student can expect from Careers and Preparing for Adulthood		
Key stage 1 and 2	Key stage 3 and 4	Key stage 5
Where possible pupils will have 'job roles' in class Early careers awareness through schemes of work and play	Through impartial personal guidance sessions pupils are encouraged to think about what they would like to achieve after school and their possible post school pathways. Pupils to begin to link skills to specific careers enabling realistic and informed decision on transition stages. Where appropriate pupils will have encounters with employers/ employees and local further education providers. Where appropriate pupils have initial sessions with Job Centre + to develop and understand soft skills required for work/life. All pupils will begin to have personal CIEAG sessions	Where appropriate pupils will participate in Job Centre Plus sessions focussing on soft skills and interview preparation. Jobs and/or work skills lessons will be outlined on class timetables. Where appropriate pupils will have encounters with employers/ employees and local further education providers. Where appropriate pupils will participate in group and/or individual work experience. Where appropriate pupils will participate in links to Further Education providers and building on individual aspirations where possible. All pupils will have Person Centered Annual reviews. Personal CIEAG sessions will be continue for pupils at times where it is most meaningful for them, such as when a change is anticipated. Once pupils' post-school pathways have been identified and agreed, pupils will have an individualised transition plan drawn up to effectively prepare them for their next steps.

Further Education and Employment

Person Centred Annual Reviews - All pupils in year 12, 13 and 14 have Person Centred Reviews. Person-Centred approaches are a practical way of ensuring that the principles that underpin the Code of Practice are upheld. A person-centred review puts pupils and families at the centre of the process and encourage a collaborative approach to understanding what is important to and for pupils, drawing upon knowledge and experience of families and those who are important to them to create effective actions plans for the future.

FE Link Provision - Post-16 pupils have the opportunity to participate in various link courses, visits and taster days to appropriate local provision during the course of their Further Education (FE). These courses are developed in partnership with local FE and training providers. Careful consideration when planning links is given to individual pupils' skills and interests, as well as their aspirations and those of their families for them, identified through their EHCPs and personal guidance meetings. These courses offer pupils additional vocational learning in an alternative environment to school and may help inform their thoughts and feelings for the future. The school's Transitions Manager can support all parents / carers in identifying Further Education provision to help them start discussions about appropriate provisions or services for their young person.

Work Experience - Where appropriate, a variety of opportunities are planned for pupils to participate in meaningful work-related and vocational learning. These enable pupils to explore the work environment and possible employment options. Opportunities are planned with careful consideration to their aspirations, skills and interests and may include:

- Completion of 'Jobs' sessions
- Enterprise activities
- Internal work experience placements: within admin, grounds, maintenance teams etc.
- External work experience placements: these are sourced on an individual basis
- Externally arranged voluntary projects
- Visits to local businesses
- Visits from local employers

The school works in partnership with a local business advisor to support the development of our Careers Programme, help us to develop our understanding of labour market opportunities and enable pupils to have meaningful encounters with employers.

We welcome Post 16 providers into the school. Please see our Provider Access Policy for further details.

Independence

We have a strong focus on teaching independent living skills through the curriculum and in the community, as appropriate to individual need.

We work closely with children's social care teams to facilitate timely support and handover for pupils and families as appropriate. We signpost families to adult social care services and invite a representative to all Year 12 –14 person centred reviews, to offer advice and information about support that may be possible from this team. Where there is continued involvement, we continue to work with the teams as appropriate.

Good Health

Good health is an essential part of learning and is woven throughout our PSHE/RSE curriculum: healthy eating and physical exercise are supported by PE lessons, fitness sessions, swimming, hydrotherapy, and physiotherapy programmes as appropriate to individual needs. Planning for good health is an integral part of the Annual Review process and where appropriate we support with signposting and referrals to, adult health services such as Health Facilitation Teams and Continuing Health Care.

Friendships, relationships and being part of the community.

Pupils are supported to use community facilities appropriately and as independently as possible, including local shops, libraries, cafes and sports facilities such as the gym, swimming pool and local SEN sports clubs. Relationships and Sex Education is part of the curriculum and there is a highly personalised approach to meeting pupils' individual learning needs in this area.

Monitoring, Evaluation and Review:

The Careers Lead is responsible for the ongoing monitoring, review and evaluation of the Preparing for Adulthood and Careers Programme. Activities that form part of the Preparing for Adulthood and Careers Programme are evaluated, and information is used to inform planning for the next year, termly reports to the Local governing Board. Feedback is incorporated from pupils, families, teachers and employers.

What to expect from St John's School's Career provision

- We differentiate for pupils to enable them to express their preferences, wants and opinions; we then advocate for them as appropriate.
- We provide our pupils concrete vocational experiences (e.g., animal care / catering etc) – this enables the expression of preferences, but also enables us to do further work with pupils because we have provided them with an understanding of the language (this word means this ...)
- Our communication and interaction: providing pupils opportunities to engage with unfamiliar people. This is essential in preparing for the workplace.
- CEIAG is started in year 9 and pupils' aspirations and wishes are gathered and recorded to feed into and support decision making about their future
- Employer encounters in and out of school
- Opportunities to visit or have visits from training providers

St John's School communicate the benefits of our organisations Careers provision through our website, discussions with the Careers Lead, parent's evenings, Annual Review meetings and parent tours.