

SEND Careers Health Checklist

Enterprise Coordinator	
Career Leader	
Specialist education provision type	
Type of provision e.g. Special, SEMH, PRU, AP	
Number of pupils and structure e.g. 11-18	
Pupil Profile e.g. SEND, MLD, SLD,	
Description of the roles of the Careers Team	
Number of leavers in current year	
Destinations of leavers in the previous year	

Item	Action needed	Deadline	Review	Action completed
General considerations for all				
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 Careers Leader is aware of The Careers & Enterprise Company Resource Directory including the training materials and resources on it				
The provision has appointed a named Governor for Careers.				
The provision is considering taking the Quality Standards in Careers Award or has already achieved the award.				

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Careers Strategy and Programme				
Strategic Careers Plan has been created linking to whole provision development / improvement plan.				
The provision has registered with The Careers & Enterprise Company.				
The provision has been contacted by and is working with an Enterprise Coordinator.				
The provision has been allocated and is working with an Enterprise Adviser.				
The provision belongs to the local Careers Hub.				
The provision belongs to the local SEND Community of Practice.				
A Careers Programme has been created which is progressive and incorporates the needs of each and every student.				
The provision uses Compass or Compass for Special Schools or Compass + to assess progress against the Gatsby Benchmarks.				
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 accessible and relevant information for parents/ carers.				
The Careers Programme is published and available on our website and has accessible and relevant information for students.				
The Provider Access Policy is published on the school website in the approved format.				
The provision is able to demonstrate an approach of continuous improvement through an annual evaluation and regular reviews of the careers offering.				
The provision works with the local Job Centre and the Support for Schools Programme.				
Gatsby Benchmarks				
Provision is making high quality progress towards the Gatsby Benchmarks.				

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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 is offered from a L6 qualified Careers Adviser – one Guidance meeting by age 16.				
Provision of Personal Guidance is offered from a L6 qualified Careers Adviser – one Guidance meeting by age 18.				
Young Person's Career Experience at school/college				
By 14 has accessed/been supported to access LMI Careers Information to inform careers decisions.				
Information has been provided on the importance of Maths and Science that lead to STEM Careers where appropriate.				
Identified student groups (for example girls, disadvantaged students, BAME students, etc) have additional input in developing STEM related careers where appropriate.				
By age 16, has had a meaningful encounter with sixth form providers e.g. FE College, Apprenticeship provider.				

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Offered Personal Guidance interviews, one by 16, one by 18.				
Have experienced a meaningful employer encounter between Years 7 and 13 annually.				
Have experienced two work experiences one by 16, one by 18.				
Have visited a minimum of two Universities/FE Colleges by age 18 if University is the preferred career destination.				
All leavers are invited to join alumni network on leaving.				
Students are able to access their individual Careers records or/and with support.				
Considerations for young people with SEND				
Show evidence that you have considered:				
The provision has utilised the revised <i>SEND Gatsby Toolkit</i> on The Careers & Enterprise Company website.				
The provision has considered the joint Gatsby/The Careers & Enterprise Company statement on careers and SEND.				
The provision has considered the Gatsby <i>Perspectives on SEND</i> publication.				

Item	Action needed	Deadline	Review	Action completed
Show how you have considered the following aspects of career development for students with SEND:				
Considered the widest possible range of options				
Considered how to raise aspirations				
Considered how to support families / engage families more				
Increased authentic employer encounters				
Differentiated your careers offering as appropriate for your students;				
Improved career development for Looked After Children and children in APs and PRUs;				
Utilised 16-19/25 bursaries if applicable;				
Utilised <i>Access to Work</i> funding for Job Coaches;				
Ensure Career decisions based on students' aspirations				
Ensure staff working from the presumption of paid work				
Effective use of EHC plans and transition planning processes where applicable				
Looked at the free SEND Careers resources on the Careers and Enterprise Company website, Education Training Foundation, NDTI and Barclays Life Skills websites for further support				

Note

Feedback from two Headteachers of Special Schools describes how they related careers provision to the Education Inspection Framework (September 2019).

- Identification of careers as the golden thread of the curriculum, demonstrating links to evidence of improving destinations year on year including EHCPs, outcomes, Annual Reviews paperwork, personal goals of pupils were triangulated with discussions with KS3/4 pupils and tracked back through the paperwork evidence.
- A focus on careers being one of the building blocks of the whole curriculum and demonstrating its links between aspirational outcomes (careers focused outcomes), how the curriculum supports these outcomes, what and how the curriculum is delivered to meet these outcomes and the wider experiences of pupils in terms of work experience, outcomes, and consequentially impact.
- Scrutiny of a sample of EHCP's, Annual Reviews, pupils/parents' contributions to Annual Review's, interviewed staff and also pupils, demonstrating links to the points above.
- Discussions with leaders and teams (curriculum leaders, SLT, governors, teachers, TA's, pupils, parents) tested out the narrative of the vision of the school. Careers was not a specific focus

however, the vision, curriculum design and pedagogy demonstrated that it permeated all aspects of preparation for life after school into either work, FE or community learning 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.

- There was no specific deep dive or careers discussion, however, all staff were able to weave into the focused conversations/discussions about ambition, life outcomes, processes, and impact on individual children. For example, through the curriculum lens of mathematics, curriculum leaders, teachers and support staff were able to weave in outcomes, ambition and aspiration in respect of careers as well as specific mathematical learning and progression.
- Destinations tracking (over 4 years) was of significant interest due to its illustration of impact over time for individual learners and cohorts.

Further information to support school and college leaders and Careers Leaders prepare for future inspections may be found in our [Ofsted Guidance](#).