THE CAREERS & ENTERPRISE COMPANY

TALENTINO®

Date of Health Check: .....

INCLUSIVE (SEND) CAREERS HEALTH CHECK CHECKLIST

Name of Interviewer	
Name of Interviewee	
School Name	
School / College Type *(e.g special, SEMH, PRU, AP, mainstream)*	
Number of pupils and structure *(e.g. age range, post 16, 19-25)*	
Pupil profile *(e.g SEND, MLD, PMLD, ASD, SEMH)*	
Number of leavers in current academic year	
Range of destinations of leavers in the last two years	

Item *(please tick)*	Action needed	Deadline	Review	Action completed
Section One - 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 undergoing training.				
The Careers Leader has completed the training course successfully.				
The school has appointed a named Governor for Careers.				
The school is considering taking the Quality Standards in Careers Award or has already achieved the award.				

Item *(please tick)*	Action needed	Deadline	Review	Action completed
Section Two - Careers Strategy and programme				
The Strategic Careers Plan has been created and is linked to the whole school development / improvement plan.				
The school has registered with The Careers & Enterprise Company and belongs to the network.				
The school has been contacted by and is working with an Enterprise Coordinator.				
The school has been allocated and is working with an Enterprise Adviser.				
The school belongs to the local Careers Hub.				
The school belongs to the local SEND / Inclusion Community of Practice.				
A Careers Programme has been created which is progressive and incorporates the needs of each and every student.				
The school uses Compass + and questions for Special Schools to assess progress against the Gatsby Benchmarks.				
The Careers Programme is published and available on the website.				
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 the website and has accessible and relevant information for students.				
The Provider Access Policy is published on the school website in the approved format.				
The school can provide evidence of enabling post 16 providers to provide students and their families with information.				
The school is able to demonstrate an approach of continuous improvement through an annual evaluation and regular reviews of the careers offering.				
Careers activities are purchased from organisations with the Matrix quality award for careers.				
The school works with the local Job Centre and the Support for Schools Programme.				

Section Three - Gatsby Benchmarks				
A Compass + report is completed termly to measure progress against all 8 Gatsby Benchmarks.				

Item *(please tick)*	Action needed	Deadline	Review	Action completed
Section Four - Personal Guidance				
A Level 6 qualified Careers Adviser has been appointed either internally or services commissioned from an external Careers Adviser or the Local Authority.				
The school can demonstrate how it evaluates the contribution of the Careers Adviser.				
The Careers Adviser is highly competent at advising young people with additional needs.				
The Careers Adviser engages with parents, carers and families providing information and guidance.				
Provision of Personal Guidance is offered from a L6 qualified Careers Adviser – one Guidance meeting by age 16.				
Personal Guidance is offered from a L6 qualified Careers Adviser – one Guidance meeting by age 18.				
Exploratory discussions have taken place to scope how Careers Guidance could be offered to younger students from Year 7.				
Local research has been carried out to explore the use of QDOS Careers services.				

Section Five - Young Person's Careers Experience at School/College				
By 14 , students have 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.				
Girls have had additional input in developing STEM related careers where appropriate.				
By age 16, students have had a meaningful encounter with a range of sixth form providers e.g. FE College, Apprenticeship provider.				
Schools can demonstrate how they engage Parents, Carers and Families early in the Transition process.				
All students have experienced a meaningful employer encounter between Years 7 and 13 annually.				
All students have experienced two work experiences one by 16, one by 18 externally or internally.				
All students have visited a minimum of two Universities or FE Colleges by age 18 if University is the preferred career destination.				
All school leavers are invited to join the school's alumni network on leaving.				

Item *(please tick)*	Action needed	Deadline	Review	Action completed
Section Six - Considered the following aspects of career Development for Students with SEND				
Considered the widest possible range of destinations.				
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 Access to Work funding for Job Coaches.				
Ensure Career decisions are based on students' aspirations.				
Ensure staff are 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.				