A black text on a black background

Description automatically generated



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, etc.)* |  |
| Pupil profile  *(e.g. SEND, MLD, PMLD, ASD, SEMH, etc.)* |  |
| Number of leavers in current academic year |  |
| Range of destinations of leavers in the last two years |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section One - Careers Leadership** | **Action needed** | **Evidence** | **Review** | **Action completed** |
| 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. |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section Two - Careers Strategy and Programme** | **Action needed** | **Evidence** | **Review** | **Action completed** |
| 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 their local Hub. |  |  |  |  |
| 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 Improvement 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 the website with accessible and relevant information for parents/carers. |  |  |  |  |
| The Careers Programme is published and available on the website with 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** | **Action needed** | **Evidence** | **Review** | **Action completed** |
| A Compass + report is completed termly to measure progress against all 8 Gatsby Benchmarks. |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section Four – Personal Guidance** | **Action needed** | **Evidence** | **Review** | **Action completed** |
| 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. |  |  |  |  |
| Personal Guidance is offered to all students from Year 7. |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section Five - Young Person’s Careers Experience at School/College** | **Action needed** | **Evidence** | **Review** | **Action completed** |
| 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. |  |  |  |  |
| Supported Internships and Accessible Apprenticeships are actively promoted from Year 7. |  |  |  |  |
| Vocational Profiles are being used where appropriate. |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section Six - Exploring the following aspects of career Development for Students with SEND** | **Action needed** | **Evidence** | **Review** | **Action completed** |
| The widest possible range of destinations are being explored. |  |  |  |  |
| Activities are in place to raise aspirations. |  |  |  |  |
| Initiatives are in place to support and increase engagement with families. |  |  |  |  |
| A dedicated team member is taking action to increase authentic employer encounters. |  |  |  |  |
| Your careers offering is differentiated as appropriate for your students. |  |  |  |  |
| Looked After Children and children in APs and PRUs receive tailored career development. |  |  |  |  |
| 16-19/25 bursaries are utilised if applicable. |  |  |  |  |
| Access to Work funding for trained Job Coaches is utilised. |  |  |  |  |
| Career decisions are based on students’ aspirations. |  |  |  |  |
| Staff are working from the presumption of paid work. |  |  |  |  |
| Effective use of EHC plans and transition planning processes are in place where applicable. |  |  |  |  |
| The school has looked at the free SEND Careers resources on the Careers and Enterprise Company website, NDTI, and Barclays Life Skills for further support. |  |  |  |  |
| Learners are benefitting from employer relationships. |  |  |  |  |