



Career Guidance Statement

Policy Reviewed by:	Suzy Hollett (HR Manager)
Date:	01.08.2026
Policy Verified by:	Sara Llewellyn (School Leader-CEO)
Date:	08.08.2026
Date for Next Review:	01.09.2027

Legislative Framework

This statement should be read alongside:

- *Careers Guidance and Access for Education and Training Providers* (Department for Education)
- *The Gatsby Benchmarks of Good Career Guidance*
- *SEND Code of Practice: 0-25 Years* (2015)
- *Equality Act 2010*
- *Keeping Children Safe in Education 2026*
- *Working Together to Safeguard Children 2026*

At Maple Haven School, we are committed to providing a high-quality careers programme which prepares pupils for adulthood, further education, training, employment and community participation. We recognise that all pupils have unique aspirations and potential, and we are committed to helping every young person develop the knowledge, skills and confidence needed to make informed decisions about their future. Careers education is embedded throughout our curriculum and forms an essential part of our Preparation for Adulthood provision. The future option for children continues to grow more complex and varied so it is vital that we support our children to develop their knowledge, skills and attributes so they can make informed career choices for their future.

Through our stimulating and engaging curriculum, we link pupil learning to the world around them and explore career options. By integrating careers into our curriculum, children at Maple Haven School are aware of the vast opportunities that await them upon leaving school. Children are encouraged to think about their futures and how they can shape the world around them. We aim to provide them with an understanding of where their skills and attributes can take them in the next stages of their education and future work.

The school recognises that young people with Special Educational Needs and Disabilities (SEND) often face additional barriers when accessing employment, further education and training opportunities. We therefore maintain high aspirations for all pupils and provide personalised careers guidance which focuses on each student's strengths, interests and ambitions rather than their perceived limitations. We actively challenge stereotypes and promote equality of opportunity for all learners. This is particularly important for children with SEND. Far too often, these young people can be held back by negative stereotypes and assumptions about their limitations.

Developing skills for life

We recognise that all students have ambitions, so at Maple Haven our careers programme is core to our curriculum and bespoke to our students' varying needs. Therefore, our careers programme comprises several strands: Work Related Learning, Business Enterprise, Career Coaching & Curriculum, and Work Experience & Supported Internships. Flexibility is key, as we need to respond to the needs of the young people as they develop knowledge and skills in each strand. We want our young people to gain skills for life - not just to get a job, but to sustain employment and thrive in the community. To do this, we develop young people's communication skills, self-regulation, financial literacy and home management, as well as travel and other skills to access their community. Employability skills are developed throughout the curriculum and include communication, teamwork, problem solving, self-advocacy, resilience, organisation, independent travel, financial capability, digital skills and workplace behaviours.

Inclusion - curriculum for all - Equal Opportunities

We believe that all children irrespective of background, race, gender and capability should have equal access to the curriculum as stated in each curriculum policy. The school makes every effort to respect and reflect pupils' religious beliefs and take community views into account when teaching about next steps in their education and potential careers.

Preparation for Adulthood

The school's careers programme contributes directly to the four Preparation for Adulthood outcomes:

- Employment and further education.
- Independent living.
- Good health and wellbeing.
- Friends, relationships and community inclusion.

We ensure that careers education reflects pupils' individual strengths, interests, aspirations and support needs, helping them prepare for successful adult lives.

Learning to make informed decisions

One of the distinct features of the careers work we will undertake is the integration of Personal, Social, Health and Economic (PSHE) education. We define careers education as learning to make informed decisions. Our students face decisions about their futures that include work, but also how they may like to be supported, services they may need to access and living options. The interconnection of careers and PSHE enables our students to learn social rules, emotional awareness and management, establishing and managing relationships with others, recognising and expressing preferences, and building skills and confidence at self-advocacy. Whereas young people without Special Educational Needs and Disabilities (SEND) can be assumed to develop these aspects throughout their daily lives, with limited structured teaching, this is not the case for students with severe and complex learning difficulties.

How we deliver

The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support career development through their teaching.

We will do this through:

- Embedding related careers into our curriculum.

- Linking careers to our everyday lessons.
- Career assemblies.
- Career displays.
- Inspiration for aspiration days.
- Signposting children and parents towards opportunities which link to their aspirations.
- Visits from a range of companies / colleges
- Exploring the qualities needed to pursue a career.

The school will aim to arrange visits where people can discuss their careers, to ensure that visitors act as role models to inspire pupils and encourage their aspirational aims. Our career education will inform pupils of the range of opportunities available to them, encouraging them to aim high. We will challenge stereotypes through our career work and ensure that a range of female and male jobs are portrayed.

Encouraging family engagement

We know that family engagement and support is key. At Maple Haven, all students have an Education, Health and Care (EHC) plan. Parents, carers and families are key partners in the careers process. Careers aspirations, preparation for adulthood outcomes and future destinations are discussed through annual reviews, EHCP reviews and ongoing communication with families. Parents and carers are encouraged to contribute to transition planning and future goal setting.

Building confidence in the workplace

We work with a network of local employers. Many offer work experience, as well as interview support, careers talks and workshops. We believe nothing beats the first-hand experience of being in an actual workplace environment, seeing the different roles available and understanding how to behave appropriately in a variety of settings. Giving young people the opportunity to experience a variety of workplaces opens their eyes to roles they might never have otherwise considered or thought they could succeed in.

We believe that this is particularly important for students with Special Educational Needs and Disabilities (SEND), who are so often defined by what they can't do, rather than what they can. Having high aspirations for every student is at the heart of our ethos.

Businesses want skilled, motivated and passionate young people. When approaching businesses, we teach our young people to see themselves as part of a solution to a recruitment problem. This is the foundation for a sustainable working partnership. Students are also more likely to be motivated and work to a high standard when they are fulfilling a genuine need.

Overcoming challenges

One of the biggest challenges to delivering an impactful careers programme is time. We are fortunate not to be constrained by external curriculum compliance, especially post-16 when study programmes for those with an EHC plan come into play. We believe that the secret to our success will be to start early and small.

We will be doing lots of good things that will contribute to our careers programme, for example, a maths lesson might be focussed on reading the bus timetable and getting into town on time, an essential skill for working life. We try and make links to careers in classroom learning and bring it to life!

Developing a whole-school strategy

All of our efforts to introduce students to the workplace are because we believe that offering a real insight into what a specific job entails, rather than having just a perception of what it might be, is a better way to help our young people make decisions about their futures. We believe that without a strong careers programme it is impossible to fully prepare our young people for their next steps.

Access for Education and Training Providers

The school is committed to providing pupils with opportunities to learn about a range of education and training pathways, including further education, apprenticeships, supported internships and employment opportunities. Providers of technical education and training routes will be given reasonable access to pupils in accordance with statutory requirements.

Careers Leadership

The designated Careers Lead is: **Natalie Lovelock**

The Careers Lead is responsible for:

- coordinating the careers programme;
- monitoring impact and pupil outcomes;
- developing employer partnerships;
- ensuring careers provision is inclusive and accessible;
- evaluating the effectiveness of careers education across the school.

Monitoring and Evaluation

The effectiveness of the careers programme will be reviewed annually through:

- pupil voice;
- destination tracking;
- parental feedback;
- employer feedback;
- EHCP outcomes;
- work experience outcomes;
- curriculum review;
- Gatsby Benchmark evaluation.

Maple Haven School is committed to delivering careers education in line with the Gatsby Benchmarks of Good Career Guidance, ensuring that pupils receive meaningful encounters with employers, experience workplaces, access careers information, receive personalised guidance and understand the full range of post-school opportunities available to them.

1. A stable careers programme	Trained person – role is distinct from careers adviser. published programme, evaluated, explicitly backed by SLT.
2. Learning from career and labour market information	By 14 all should have accessed info about career paths and labour market. Parent involvement.
3. Addressing the needs of each student	Programme should challenge stereotypical thinking and raise aspirations. Keep systematic records of individual advice given to each pupil. Collect data for each pupil on EET.
4. Linking curriculum learning to careers	By 14, every pupil opportunity to learn how STEM subjects help in wide range of careers.
5. Encounters with employers and employees	Every year from 11, pupils should participate in at least one meaningful encounter with an employer.
6. Experiences of workplaces	By 16, every pupil should have had at least one experience of a workplace. By 18, they should have had one further experience.
7. Encounters with further and higher education	By 16, every pupil meaningful encounter with providers of the full range of learning opportunities including 6 th forms, colleges, universities and apprenticeships. By 18, all pupils considering university should have at least 2 visits to universities.
8. Personal guidance	By 16, one careers interview. By 18, further interview.