

# RACHEL MADOCKS CAREERS STRATEGY

## Aims

- To equip young people with the confidence and skills needed to prepare them for their future.
- To provide individualised support enabling young people to understand and share their own likes and interests and how these can translate to life outside of school.
- To provide young people with opportunities to learn essential skills and enhance personal characteristics such as social skills, communication, independence and self-help.
- To enable our young people to achieve personalised positive career outcomes such as identifying and choosing appropriate colleges, FE courses, assisted and supported living skills or day services.

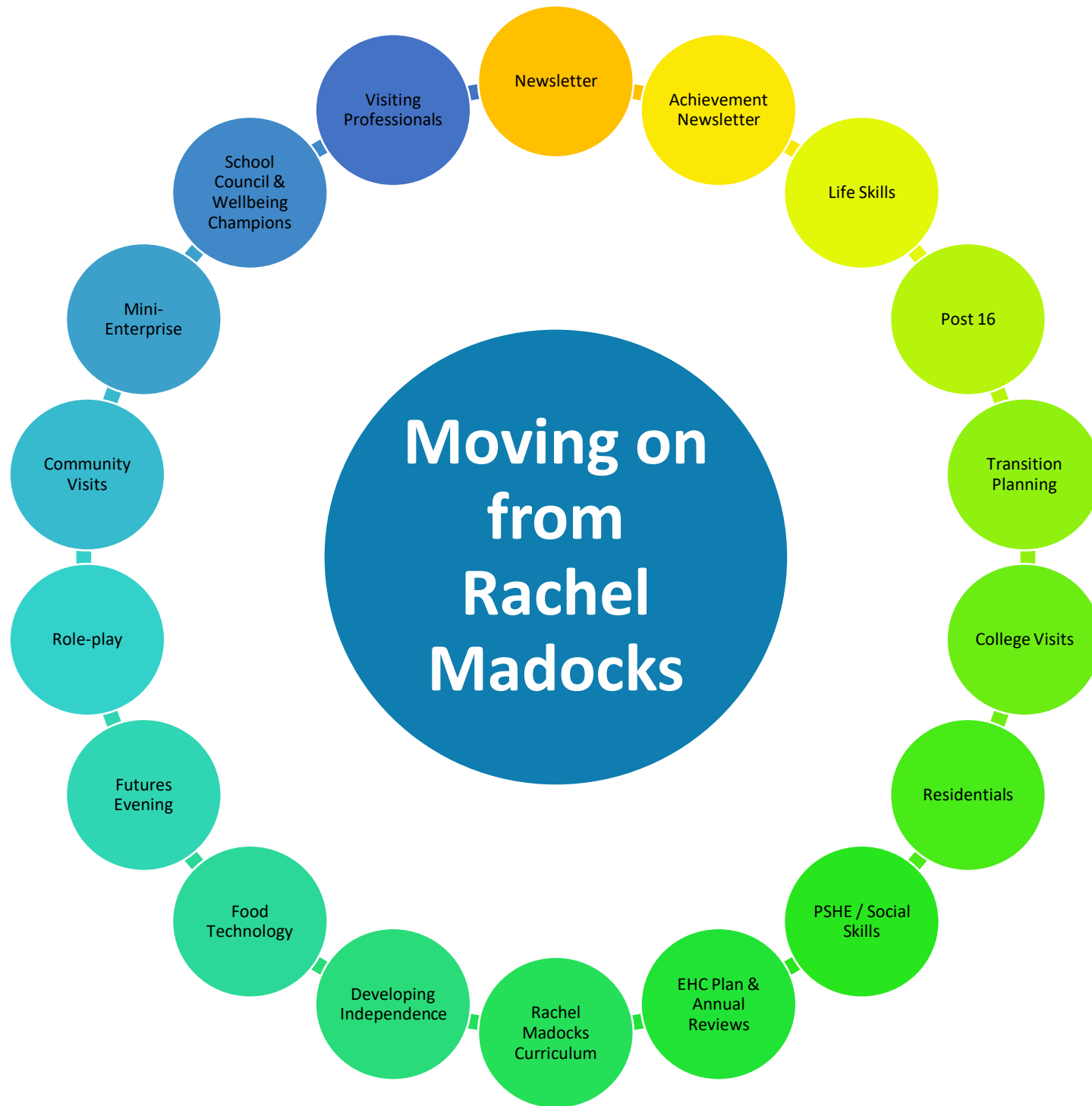
## The Gatsby Benchmarks

The Gatsby Benchmarks lay out specific outcomes which need to be accomplished and embedded by every school in the country with secondary aged children. The purpose of these is to ensure that all schools have high expectations of what can be achieved for all children regardless of their personal circumstances.

There are benchmarks covering different aspects of careers provision. Though they are aimed at secondary aged students, our careers education starts as early as possible with learning independence, how to communicate and how to work with others.

Due to the complex needs of the pupils and students at Rachel Madocks, there is a strong focus on experiencing and developing resilience with regular opportunities to access links to the wider community. This is a whole school strategy.

	<b>GATSBY BENCHMARK</b>	<b>SUMMARY</b>	<b>RACHEL MADOCKS APPLICATION</b>
1	A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	Opportunities are available in P16, visitors to the school and a range of community links
2	Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	Futures evening, transition visits to the school and moving on to further education. Links with Independent Futures
3	Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	Opportunities via PSHE to explore or experience different careers at age appropriate levels, Mini enterprise, RM curriculum allows individual needs to be met
4	Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	Topic work provides opportunities through the RM curriculum, STEM curriculum and accreditation available at Entry Level for higher achieving students
5	Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	Role play, PSHE curriculum, EHC targets and opportunities in P16 provide a wide range of environments to increased emotional resilience and regulation.
6	Experience of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	Opportunities through accessing the community, visitors, role play and PSHE curriculum to experience different environments and increase emotional resilience
7	Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	Students have opportunities to experience day and residential trips, Duke of Edinburgh, college transition days, discussions in annual reviews
8	Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.	Futures evening and working with further education ensures that individually tailored packages are able to meet their individual needs. This includes places such as Portsmouth and HSD college, Go Create, Day Services or residential



## Careers Education Throughout our School

EYFS, KEY STAGE 1 & 2	KEY STAGE 3	KEY STAGE 4	KEY STAGE 5
Developing soft skills	Work based learning embedded into the curriculum	Residential trips	Residential trips
Developing a life skills programme	Pupils developing awareness of choices they have and aspirations	Off site visits in local community	Visits to local amenities (shops, cafes, sports facilities)
Celebrating WOW moments	Off site visits in local community	Futures Evening	College visits
Learning through play & stories	Learning about jobs & roles	Learning about jobs & roles	Mini Enterprise
Role play			Futures Evening
			SEN involvement in transition planning
<b>ACROSS WHOLE SCHOOL</b>			
Newsletters each half term highlighting interaction with the local community, life skills learning & projects, celebration of learning & successes.			
EHC Plan targets & Annual Reviews			
PSHE, social skills & theme days			
School Council & Wellbeing Champions			
Rachel Madocks Curriculum developed to maximise learning & experience			
Transition planning for each new school year, key stage & life beyond Rachel Madocks			

## Transitioning From Rachel Madocks School

Listed below are links to facilities where many of our pupils' transition to in order to support them in the future. All transitions are overseen by Post 16 and Department Leads. For some students it is more appropriate for their needs to carry on through to an education curriculum instead of a day provision or a work environment. This is a small selection of what is available as a SEND offer.

### Further Education:

#### **HSDC College**

Alton Independence Hub

[HSDC Alton Independence Hub | HSDC](#)

#### **South Downs College**

[Course | Skills for Independence - Entry 1 | HSDC](#)

#### **City of Portsmouth College**

Sixth Form Campus

[Special Educational Needs and Disabilities | City of Portsmouth College \(city-of-portsmouth-college.ac.uk\)](#)

Highbury Campus

[Level 1 Independence | City of Portsmouth College \(city-of-portsmouth-college.ac.uk\)](#)

### **Adult Services:**

Chaos Support

<http://www.chaossupport.co.uk/>

Go Create

<https://gocreate.care/>

Havant Keystone Services

[Havant Keystone Services | Health and social care | Hampshire County Council \(hants.gov.uk\)](#)

Fitzroy Day services

[FitzRoy - FitzRoy transforms lives by supporting people with learning disabilities to do the things that make a real difference to their everyday lives.](#)

### **Employability**

Right To Work - [The Right to Work - Day Service Provider < Portsmouth Local Offer](#)