Garwood
Rutherford School

Careers policy and provider access statement

Created: September 2025
Review: September 2026

Copies of all of our policies can be found in the school office, and online at rutherfordschool.org.uk

1. Aims

Rutherford School provides a holistic programme that meets the educational, therapeutic, and medical needs of our students with profound and multiple learning disabilities (PMLD). As our students are unlikely to live fully independent lives, careers guidance and experiences are tailored to their needs and focused on preparing them for adulthood.

This policy sets out our school's provision of impartial and informed careers guidance within this context, including how students, parents, teachers, and employers can access information about our careers programme.

Our careers provision aims to:

- Help students prepare for life after Rutherford by building increased independence.
- Provide experiences and a clear understanding of the working world.
- Develop awareness of the world of work.
- Support informed choice-making.
- Promote a culture of high aspirations and equality of opportunity.

2. Statutory Requirements

This policy is based on the Department for Education's statutory guidance Careers Guidance and Access for Education and Training Providers, and complies with:

- Education Act 1997
- Education and Skills Act 2008
- School Information (England) Regulations 2008
- Skills and Post-16 Education Act 2022 – requiring a minimum of six encounters with technical education or training providers for Years 8–13.
- Independent School Standards 2014 and accompanying 2019 Guidance
- SEND Code of Practice 2015
- Gatsby Benchmarks

Independent School Standards 2014, Part 1, Paragraph 2(2)(e):
Access to accurate, up-to-date careers guidance that:

1. Is presented in an impartial manner.
2. Enables students to make informed choices about a broad range of career options.
3. Encourages them to fulfil their potential.

We are aware of the complex and high support needs of our students. Driven by the principle that high expectations in this context mean deep respect for the learner's current way of being, and ambitious efforts to promote agency, connection, and meaningful participation, our Careers approach aims to provide a broad and balanced range of meaningful experiences for our young people to engage with the world of work and to develop agency and be central to decision making about their own futures.

Rutherford School logs all encounters with providers of technical education, training, and further education. We are aware of the requirement of a minimum of six encounters between Years 8 and 13, in line with the Skills and Post-16 Education Act 2022. However, where learners future pathways are limited due to the nature of their specific learning needs and/or physical ability - for example where they are highly likely to proceed into adult social care - it is recognised that it may be necessary for additional flexibility in how these encounters are delivered. For students with profound and multiple learning disabilities, encounters are adapted to ensure meaningful engagement that , using sensory experiences, adapted communication and are personalised to individual learners' goals and aspirations.

In line with the Education (Careers Guidance in Schools) Act 2022, we provide independent careers guidance from Year 7 onwards.

3. Roles and Responsibilities

3.1 Careers Leader (Teaching and Learning Lead)

Name: Lindi Paterson

Contact: 020 8688 7560 | lindi.paterson@rutherfordschool.org.uk

The Careers Leader will:

- Develop, run, and report on the school's careers programme.
- Keep records of destination data for school leavers.
- Plan and manage meaningful careers activities appropriate to our learners.
- Support teachers in embedding careers education into the curriculum.
- Build links with employers, training providers, and careers organisations.
- Keep abreast of statutory updates.
- Coordinate personalised support and transition plans.
- Work with the Designated Teacher for looked-after children (LAC) and care leavers.

3.2 Senior Leadership Team (SLT)

The SLT will:

- Support the careers programme and strategic planning.
- Allocate sufficient time and training for the Careers Leader.
- Facilitate provider access to Years 8–13.
- Develop external partnerships to strengthen careers provision.

3.3 Teaching Staff

Teachers will:

- Understand student interests and preferences.
- Plan sensory and practical careers-related events.
- Support meaningful off-site learning.
- Observe, evidence, and track progress against careers targets.
- Communicate with parents/carers at EHCP and STAR reviews.

- Contribute to careers events and develop relationships with external providers.

3.4 Headteacher
- Support the Careers Leader in building and monitoring the programme.
- Ensure careers education aligns with the school's vision and long-term strategy.

3.5 Governing Board
- Provide strategic guidance to ensure legal compliance.
- Ensure independent careers guidance is impartial and in students' best interests.
- Ensure students access a range of vocational areas.
- Ensure the school publishes careers programme details and the Careers Leader's name/contact online.
- Monitor compliance with the Baker Clause and Provider Access Legislation.
- Nominate a governor to oversee careers and transition.
- The Governing Board will annually review a sample of careers encounter logs to confirm that information and opportunities provided are impartial and cover a full range of appropriate post-16 and post-25 pathways

4. Our Careers Programme

Our embedded careers programme widens students' understanding of the world of work and supports Preparation for Adulthood. Provision is offered from Year 7 upwards.

The programme meets the **Gatsby Benchmarks** through:

1. A stable careers programme with a named leader.
2. Learning from careers and labour market information.
3. Addressing individual needs.
4. Linking curriculum learning to careers.
5. Encounters with employers/employees.
6. Experience of workplaces.
7. Encounters with further/higher education or other institutions.
8. Personal guidance.

Delivery methods include:

- Sensory stories and objects of reference.
- Lessons, displays, and themed events.

- Visits, trips, and external presenters.
- Work experience (in-school and external where appropriate).

Our careers programme is linked closely with our transition planning for students' life after Rutherford. With particular reference to Gatsby Benchmark 3 (above), we aim to provide meaningful opportunities to develop the skills and knowledge needed for students; future destinations. In line with Gatsby Benchmark 6, workplace experiences are adapted to the sensory and physical abilities of our students. These include in-school enterprise projects, supported workplace visits, and sensory simulations of work environments. Each encounter is recorded and evaluated for engagement and outcomes. In our PMLD context, these are primarily social care day centre provisions, personal assistant support in the community or residential provisions. The values of autonomy, choice making, communication and movement within our curriculum are linked closely with our careers approach in order to support students to build as much autonomy as possible in their adult lives.

4.1 Students with SEND

As all students have SEND, we use a variety of communication methods and adapted resources to meet Gatsby Benchmarks and demonstrate progress.

4.2 Access to Careers Programme Information

Summaries of the careers programme and Gatsby Benchmark mapping are published on the school website and in the school prospectus.

4.3 Assessing Impact

Impact is assessed using:

- Student feedback (via accessible communication).
- Parental/carer feedback.
- Teacher observation.
- Input from external providers.

In addition to qualitative feedback, we measure the impact of our careers programme through:

- Annual review of EHCP outcomes related to Preparation for Adulthood
- Number and quality of provider encounters logged per student
- Percentage of students with fully completed transition plans by their final term

5. Links to Other Policies

- Curriculum Policy
- Safeguarding Policy

- Equality and Diversity Policy

6. Monitoring and Review

- Monitored by SLT via learning walks, lesson observations, progress meetings, and transition reviews.
- Reviewed annually, with outcomes shared with the Governing Board.
- In compliance with the School Information (England) Regulations 2008, this policy, the full Provider Access Statement, the careers programme summary, and the Careers Leader's contact details are published on the Rutherford School website and updated annually.

Appendix A: Provider Access Policy Statement

Ownership: Rutherford School
Date Updated: August 2024
Policy Coordinator: Suzanna Bance, Headteacher (suzanna.bance@rutherfordschool.org.uk)

Rutherford School: Provider Access Policy Statement

(To include The Department of Education, July 2021: "Baker Clause" and the Provider Access Legislation, January 2023)

Rationale

High quality careers education and guidance in school or college is critical to young people's futures. In our context we are aware of the complex and high support needs of our students. Driven by the principle that high expectations in this context mean deep respect for the learner's current way of being, and ambitious efforts to promote agency, connection, and meaningful participation, our Careers approach aims to provide a broad and balanced range of meaningful experiences for our young people to engage with the world of work and to develop agency and be central to decision making about their own futures. Careers Education goes hand in hand with our approach to Preparation for Adulthood and transitionsThis helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

It is increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including appropriate further education options for their unique and complex strengths and needs.

Commitment

Rutherford School is committed to ensuring there is an opportunity for a range of education and training providers to access students. Rutherford School is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and life. That means acting impartially, in line with the statutory duty, and not showing bias towards any route.

Rutherford School endeavours to ensure that all students are aware of all routes to higher skills (The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Aims

Rutherford School policy for Access to other education and training providers has the following aims:

Raise aspirations, promote equality of opportunity and ensure every young person is prepared for adulthood in the best possible way.

To develop the knowledge and awareness of our students of all pathways available to them, including specialist education programmes suited to their profile of need.

To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.

To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

Student Entitlement

Rutherford School fully supports the statutory requirement for students to have direct access to other providers of further education training. The school is aware of the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships between years 8 and 13. However, where learners future pathways are limited due to the nature of their specific learning needs and/or physical ability - for example where they are highly likely to proceed into adult social care - it is recognised that it may be necessary for additional flexibility in how these encounters are delivered. The Careers education provided to be meaningful and appropriate to prepare our young people to prepare for adulthood in the best way. Adult Social Care, Continuing Healthcare and students families are involved in planning personalised transition pathways.

Development

This policy has been developed and is reviewed annually by the Careers Leader and Line Manager (Teaching and Learning Lead and Headteacher) based on current good practice guidelines by the Department for Education.

Links with other policies

It supports and is underpinned by key school policies including those for Careers, Safeguarding, Equality and Diversity, and Curriculum.

Equality and Diversity

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. Rutherford School is committed to encouraging all students to make decisions about their future based on impartial information.

Requests for access

Requests for access should be directed to Lindi Paterson, Careers Leader. can be contacted by phoning the school's number 02086887560 or emailing lindi.paterson@rutherfordschool.org.uk

Grounds for granting requests for access

Access will be given for providers to attend during school assemblies, timetabled Careers or Life lessons, and Careers or Raising Aspirations events that Rutherford School is arranging. Students may also travel to visit another provider as part of the trip to be organised in partnership with other local specialist provisions.

Details of premises or facilities to be provided to a person who is given access

Rutherford School will provide an appropriate room or assembly hall to be agreed. All rooms have computers, projectors and screens provided. The Careers Leader or Transitions officer will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of the Careers Team who will facilitate.

Live/Virtual encounters

Rutherford School will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

Parents and Carers

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

Management

The Careers Leader coordinates all provider requests and is responsible to his/her senior management line manager.

Complaints Procedure

Any complaints about this policy should be raised to Suzanna Bance, Headteacher, email:, suzanna.bance@rutherfordschool.org

Monitoring review and evaluation

The Policy is monitored and evaluated annually via the Senior Leadership Team.

NB:

Rutherford students primarily join at the post 19 transition point, or at post 16.

Where, on occasion we have had student leavers before the end of statutory education (age 25) they have left due to a change in family address, move to a residential provision due to increasingly complex health needs and parent preference to move to a social care package in the community.

Post 25 providers who have been invited into Rutherford School to date include:

Bramley Hill Day Centre

Nash Next Steps Day Centre

Students follow personalised transition plans out of the setting with multi-agency input

Below provided as an example

Destinations of previous pupils from Rutherford School (post 25) include:

Nash Next Steps Day Centre

My Time Day Centre

Appendix B

Process of delivering Careers Education

Careers education is embedded within the wider curriculum and includes these elements in the process of delivery at each stage.

KS5 (Post 16)

Universal Offer **All Students will:**	In class enterprise activities Exploring Likes/Dislikes	

	Choice making In School work experience opportunities Multi-sensory careers experiences Preparation for transition to Post 19 'Life Skills' time at the end of each day Total Communication approach RSE links PSHE links	Recognition of Achievement : Annual Achievement Assembly School council
Targeted Offer **Most students will:**	Transition in to the setting plans MOVE – movement goals and aspirations programme Attend Post 16 Careers Fair at Linden Lodge High Tech AAC	
Specialist Offer **Some students may:**	Personalised Transition Plans	

Post 19 Provision:

Universal Offer **All Students will:**	In class enterprise activities In School work experience opportunities Multi-sensory careers experiences Exploring Likes/Dislikes Choice making RSE links Opportunities to experience external 'taster' activities available post 25 e.g. disability horse	

	riding, dance workshops, art workshops, day centre sessions PSHE links Personalised transition plans linked to their desired destinations with input from multi-agencies and families ASDAN Life Skills Challenges	Recognition of Achievement: Annual Achievement Assembly School council Careers Day – certificate of achievement ASDAN accreditation Personalised transition folders
Targeted Offer **Most students will:**	Transition in to the setting plans MOVE – movement goals and aspirations programme External work experience opportunities in their own communities	
Specialist Offer **Some students may:**	Bespoke external opportunities linked to life long learning and or next steps towards desired destination	