



**Nightingale Home and Hospital Service
Careers Education information and guidance Policy**



Ambition, Spirit, Vision and Values



School Vision

“To provide access to appropriate education for all children and young people with medical and mental health needs, keeping education alive in the young person’s life, maintaining progress and enabling them to achieve their potential.”

School Mission

We are committed to developing our provision in collaboration with our stakeholders and schools to ensure that we are able to meet the ever changing needs of those young people who have medical and/or mental health difficulties which make attending mainstream school a challenge.

At the Nightingale Home and Hospital Service we believe in

putting young people at the heart of everything we do.

Through trust, positive relationships and a commitment to working together,
we inspire young people to do their best.

Rationale:

The Nightingale Home and Hospital Service aims to create a meaningful, caring, stimulating and safe environment which will enable young people to access education.

Preparing 4 Adulthood & Personal Development



Intent:

To extend beyond the academic curriculum to provide for our young people's broader personal development needs including their confidence, resilience and perseverance, preparing them for independence and early adulthood.

To support our young people to make a positive contribution to society.

To prepare our young people for future success in education, employment or training.

Implementation:

A structured careers programme as part of the Preparing for Adulthood curriculum which acknowledges the value of skills, knowledge and character attributes needed when seeking a positive career choice.

Sessions and content planned and shaped by the six learning areas for lifelong career development published by CDI Career Development Framework Handbook: Grow throughout life; Explore possibilities; Manage career; Create opportunities; Balance life and work and See the big picture.

Impact:

Young people will:

be aware that learning, skills and qualifications are important for career choices and be willing to challenge themselves to try new things.

recognise the main learning pathways and the qualification requirements for jobs and careers that they are interested in.

explore how recruitment and selection processes work and what they need to do to succeed in them.

be aware of money and that individuals and families have to actively manage their finances.

Identify what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces.

Careers Leader



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Statutory guidance

From September 2013 the Education Act of 2001 placed schools under a duty to ensure that all registered pupils in Years 8-13 have access to independent, accurate and impartial information, advice and guidance.

“Careers guidance and access for education and training providers - Statutory guidance for schools and guidance for further education colleges and sixth form colleges.” DfE July 2021 states:

The importance of careers education and guidance

High quality careers education and guidance in school or college is critical to young people’s futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy. The COVID-19 pandemic has had an unprecedented impact on the economy, education and the opportunities open to students. [Research](#) has shown that school and college leaders recognise that careers guidance has become more important than ever as a result of the COVID-19 pandemic. The department urges senior leaders to back their careers team, especially their Careers Leader, and to invest in personal guidance provided by a qualified careers adviser. This will allow the continued delivery of high-quality, progressive careers programmes that support all students to acquire the knowledge, skills and confidence to fulfil their potential. This statutory guidance explains the support we have put in place to help schools and colleges achieve this.

The ‘Baker Clause’: supporting students to understand the full range of education and training options

Schools and colleges have a responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means schools and colleges must act impartially, in line with their statutory duty or contractual requirement, and not show bias towards any route, be that academic or technical. They should promote a full range of technical options.

Provider Access Legislation

The provider access legislation is a new law that is coming into force in January 2023.

The updated provider access legislation (PAL) specifies schools must provide at least six encounters for all their students:

- Two encounters for pupils during the ‘first key phase’ (year 8 or 9) that are mandatory for all pupils to attend

- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend

The new legislation will become a key mechanism to further help our young people to understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical Qualifications.

At Nightingale, we are keen to collaborate with providers to meet and evidence this updated requirement meaningfully as part of our careers programmes.

Careers Programme

We are committed to providing an impartial, planned programme of careers education for our young people in all year groups supported by the Career Development Framework and in line with the Gatsby Benchmark 1:

Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors, employers and other agencies.

- Every school and college should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it.
- The careers programme should be published on the school's or college's website in a way that enables students, parents, school/college staff and employers to access and understand it.
- The programme should be regularly evaluated with feedback from students, parents, school/college staff and employers as part of the evaluation process.

We publish regular newsletters, information leaflets and support materials for our young people and their families to access. For example, encounters with employers, visits to further education colleges and training centres, apprenticeship events, information on post-16 choices and LMI.

At Nightingale, we are committed to developing our careers leader and liaise strategically with our local Black Country Hub to access their resources, training and support. We use the Compass+ audit tool to evaluate our program and to identify further improvements and adjustments required.

Our careers education staff team provide personalised impartial support for each individual. In addition, we use the online application, 'Launch Your Career' to collect and maintain accurate data for each student. All of our young people with an EHCP have an opportunity to for a guidance interview with an external career adviser from Connexions.



Joanna supports young people to explore options and opportunities, overcome barriers to progression and move onto positive destinations. She is qualified to L6 in Information, Advice and Guidance and has worked in the careers sector for over 13 years.

Wolverhampton Connexions is a targeted service for young people aged 13-19 years and their advisors work with pupils employing a range of client-centred interventions and activities.

Service Environment

The Nightingale Home and Hospital Service continues to provide specialist support that works in partnership with key agencies to offer appropriate intervention to vulnerable young people with medical and mental health needs in a supportive and structured setting.

We endeavour to provide opportunities for all of our young people to develop as independent, happy and confident learners in order to achieve their full potential and prepare them for their future lives.







Rebuilding education for our young people

Our core values are based around Support, Trust, Achieve and Respect.

Alongside academic success, we promote and encourage a nurturing side to learning that focuses on well-being and engagement. This has a strong emphasis on meeting young person's social, emotional and mental health alongside medical needs in order to promote high quality outcomes and raise aspirations for all young people.



Our **Personal Development** Curriculum has six main components and careers education forms an integral part of the 'Beyond Lawnswood' provision

					
Beyond Lawnswood	British Values	Keeping safe and healthy	Character and soft skills	Relationships	Community
Post-16, careers, employability skills, preparing for independence and adulthood	Democracy, the rule of law individual liberty mutual respect & tolerance	PSHE topics, e.g. drug education, Sleep Factor, mental health, PE, online safety	ACE, PBL, outdoor learning and forest schools, team challenges, games, reflection time	RSE topics, e.g. disrespect nobody, anti-bullying	Fundraising, enterprise, charity events, national/international events, reflection time

Aims for our Personal Development curriculum include:

Developing:

responsible, respectful and active citizens who are able to participate in public life as adults;

our young people's character and personal traits, disposition and virtues which informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently with others;

Promoting:

Equality of opportunities so that all our young people can thrive together, understanding that difference is a positive and our individual characteristics make us unique;

An inclusive environment that meets the needs of all of our young people, irrespective of their age, disability, gender, race, religion or belief, sex or sexual orientation.

Supporting:

A readiness for our young people to transition successfully to the next phase of their education, training or employment.

Providing:

An effective careers programme in line with the government's statutory guidance on careers advice and matching the Gatsby Benchmarks offering our young people;

- An unbiased careers advice
- Experience of work and contact with employers to encourage them to make informed choices and understand what is needed in order to reach and succeed in the careers they aspire to.

Appendix : [Nightingale careers pack for parents](#)

Appendix: [Nightingale Personal Development curriculum plan](#)

Appendix: [Nightingale Personal Development Programme](#)