

RIVERSIDE SCHOOL



Community, Careers and Work Experience Policy

APPROVED BY GOVERNORS

RESPONSIBLE PERSON – HEADTEACHER

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Statement of Intent

At Riverside School, our core values guide everything we do.

Aspiration Resilience Creativity Humility Integrity Trust Enthusiasm Courage Teamwork

An integral part of this is to ensure our pupils leave us at the age of 19 as confident, lifelong learners. Therefore, we recognise the importance of supporting our pupils in the next part of their journey into further education, volunteering and/ or employment, by providing them with rich and meaningful experiences.

In order to do this, we know the importance of having in place a robust community and career's education programme which centres upon our young people's individual interests and strengths in relation to their future, work and further education in order to gain positive career outcomes. Through our community and careers education programme we aim to improve the possibility and probability of paid work, raise the level of work-related skills to improve independence and enrich life experiences and emotional wellbeing.

1. Aims

This policy sets out how our careers and work experience programmes provides pupils with the skills and knowledge they need to make informed choices about their future. Our curriculum provides young people with opportunities to learn essential skills and enhance personal characteristics such as social skills, communication and independence. Our pupils will achieve personalised positive career outcomes such as identifying specific interests and life choices, choosing appropriate colleges, developing independent living skills and participating in supported work placements, leading to an increase in pupils moving into work.

2. Entitlement

All pupils from year 7 – year 14 will participate in a personalised programme which tracks their interests and aspirations and provide them with the resources, skills and knowledge they and their families need to make informed choices about their future.

3. Years 7 – 9 (Key Stage 3)

The focus is on identifying specific interests' pupils have and providing them with a functional meaningful curriculum. This is heavily centred on personalised learning to support emotional wellbeing and social skills, giving pupils the voice to contribute to their learning and future in a meaningful way. At the end of year 9, discussions will take place with pupils and their family about future education or work opportunities they may wish to explore once they leave Riverside at 19 years old. This will form part of their year 9 EHCP review. EHCP outcome and PLP focus area will move to preparing for adulthood outcomes. Pupils within years 7 – 9 will have a minimum of two meaningful encounters

with employers linked to specific area of interest, these will be documented and evaluated using compass+.

4. Years 10 – 14 (Key Stage 4 and 6th Form)

Within Key Stage 4 and 6th Form, the curriculum is focused upon the four preparing for adulthood headings, one of course being employability. Within this, pupils are working on either AQA unit awards linked to employability or BTEC in Work Skills.

Within both phases there is an increased focus on the skills required to be part of the world of work and/ or wider community. A minimum of two specific meaningful encounters with employers will take place within years 10-11 and another two within years 12-13. All options will be explored with pupils and their families, this could be future college/ education and training placements, volunteering and employment. All pupils will continue to engage in meaningful independence-based curriculum and will gain AQA unit awards to build their Record of Achievements. For those for whom it is appropriate, CV Writing and interview skills and vocational profiling will form a big part of their curriculum and they will have ample opportunity to develop the interpersonal skills required to make a positive contribution to their community in the most appropriate way for them.

All careers education activities will be detailed and tracked to evaluate which Gatsby Benchmarks the school is meeting. Using the online tool Compass+, we are able to benchmark, manage and report on our careers programme. There is a separate record maintained for each individual.

5. The Riverside Lounge

The Riverside Lounge is an integral part of the curriculum for pupils specifically in years 10 – 14. Pupils are involved in all aspects of the running of the Riverside Lounge. Pupils choose and put together the furniture. Different roles for pupils include:

- making sausage rolls
- designing art work for the Riverside Lounge
- being a waiter/ waitress
- being in the kitchen
- washing up
- supporting with food preparation
- making hot drinks; and
- being a cashier.

Pupils working in the Riverside Lounge all develop their employability skills and customer relations experience through specific focused sessions and working towards appropriate AQA unit awards. Pupils all have staff t-shirts, which they wear when on shift. Pupils working in the Riverside Lounge gain a clear understanding of the importance of being punctual.

The Riverside Lounge is not only an integral part of the school for our pupils in year 10-14, it is also a stable part of the wider school community. Pupils and staff from across the school come and visit the lounge. For the pupils being able to practice the skills needed for visiting the lounge is an important life lesson, where they are able to learn valuable skills which they can then take out into the wider community.

6. Enterprise Projects

Classes throughout our secondary phase have joined together to form different Enterprise Projects. Enterprise Projects have enabled pupils to come together with a common goal.

7. Community Experience Weeks

Community and work experience weeks are spread-out throughout the year. We currently have five weeks throughout the school year. Community and work experience weeks are an opportunity for classes throughout our secondary phase to focus on developing a wider understanding of the world around them and the world of work through engaging in meaningful encounters with employers through workshops in school, visits to the work place, and through personalised in school sessions which focus on work related independent skills and enriching experiences.

Our links include:

- Lyca Health
- Metro Bank
- Ambassador Theatre
- Maritime Museum
- Red Cross
- Scallywags Pet Shop
- PSAnalytical
- Waitrose Dotcom Fulfilment Centre
- Cudham Environmental Centre
- Strata
- Care Mark
- Bromley Football Club

8. Blue Sensory Pathway – Community and Careers Progression

Early Years	Primary	KS3	KS4	6 th Form	Post Riverside
Being in a school environment	Widening my experiences within the classroom and beyond	Experiencing more trips into the community	Participating meaningfully in the Riverside Lounge	Regular, meaningful community visits	Independent Living
Spending time with others	Having stories and sessions linked to different job roles within the community – People who help us, etc.	Sensory experiences of job roles and community activities	Visiting a range of new community experiences and to extend on the ones I am familiar with	Employer and community encounters which are meaningful to each individual	Having my independence valued in whatever way is best for me, in all contexts of my life
Experiencing! – Everything is new!	Developing further a communication approach in whatever form that looks for me and for this to be acknowledged and recognised	Immersive experiences related to the world in which they live	Sensory experiences of job roles and community activities	Visiting college with clear transition planning	Community Inclusion
Showing preferences and for these to be acknowledged and recognised	Developing my independence skills in a meaningful way	Contributing meaningfully to enterprise projects	Contributing meaningfully to enterprise projects	Engaging with professionals within my given area of interest e.g., comedian if the pupil likes jokes	Being included socially with my peers
Developing and widening my communication skills	Widening my social experiences with others	Having age-appropriate stories and sessions within the classroom	Having meaningful and age-appropriate sessions in class which build upon previous experiences	Having a clear transition plan detailing all of my needs for future placements	Having enriching and meaningful experiences which are age appropriate and fun!
Having my needs understood by a range of adults	Showcasing my progress meaningfully and for this to be celebrated and shared	Widening my communication skills and for my preferences to be actioned in a range of contexts	Having my communication clearly formulated and being able to share this with new people in a range of contexts	Having a portfolio of achievements	Participation/ Employment
showcasing my progress meaningfully and for this to be celebrated and shared	Real world roleplay (e.g., teacher, doctor, builder)	Developing my independence skills further	Having my independence needs clearly articulated and shared appropriately		Contributing meaningfully to the community
Real world roleplay (e.g., teacher, doctor, builder)		Participating meaningfully in social events with my peers	Having my voice and views heard authentically		Having my voice heard and actioned authentically
		Showing my progress through AQA unit awards			Health
					Having my health and care needs met with compassion, dignity and respect, and for my voice to be heard throughout

9. Blue Active Pathway – Community and Careers Progression

Early Years	Primary	KS3	KS4	6 th Form	Post Riverside
<p>Being in a school environment</p> <p>Spending time with others</p> <p>Experiencing! – Everything is new!</p> <p>Showing preferences and for these to be acknowledged and recognised</p> <p>Developing and widening my communication skills</p> <p>Having my needs understood by a range of adults and for me to develop my tolerance of these needs being met</p> <p>Showcasing my progress meaningfully and for this to be celebrated and shared</p>	<p>Widening my experiences within the classroom and beyond</p> <p>Having stories and sessions linked to different job roles within the community – People who help us, etc.</p> <p>Developing further a communication approach in whatever form that looks for me and for this to be acknowledged and recognised</p> <p>Developing my independence skills in a meaningful way</p> <p>Widening my social experiences with others</p> <p>Developing strategies to keep myself safe and healthy</p> <p>Showcasing my progress meaningfully and for this to be celebrated and shared</p>	<p>Experiencing more trips into the community</p> <p>Sensory experiences of job roles and community activities</p> <p>Developing my independence skills further and focusing on work related independence skills</p> <p>Developing further my keep safe and healthy strategies</p> <p>Contributing meaningfully to enterprise projects</p> <p>Having age-appropriate stories and sessions within the classroom</p> <p>Widening my communication skills and for my preferences to be actioned in a range of contexts</p> <p>Participating meaningfully in social events with my peers</p> <p>Showing my progress through AQA unit awards</p>	<p>Participating meaningfully in the Riverside Lounge – independence-based roles within Riverside Lounge</p> <p>Visiting a range of new community experiences and extending on the ones I am familiar with</p> <p>Sensory experiences of job roles and community activities</p> <p>Engaging with professionals within their given areas or interest e.g., Comedian if the pupil likes jokes</p> <p>Contributing meaningfully to enterprise projects</p> <p>Having meaningful and age-appropriate sessions in class which build upon previous experiences</p> <p>Having my communication clearly formulated and being able to share this with new people in a range of contexts</p> <p>Having my independence needs clearly articulated and shared appropriately</p> <p>Having my voice and views heard authentically</p>	<p>Regular, meaningful community visits</p> <p>Having employer and community encounters which are meaningful to each individual</p> <p>Visiting college with clear transition planning</p> <p>Engaging with professionals within my given areas of interest e.g., Comedian if the pupil likes jokes</p> <p>Having a clear transition plan detailing all of my needs for future placements</p> <p>Having a portfolio of achievements</p>	<p>Independent Living</p> <p>Having my independence valued in whatever way is best for me, in all contexts of my life.</p> <p>Having opportunities to complete tasks without support</p> <p>Community Inclusion</p> <p>Being included socially with my peers</p> <p>Having enriching, meaningful experiences which are age-appropriate and fun!</p> <p>Participation/ Employment</p> <p>Contributing meaningfully to the community</p> <p>Having my voice heard and actioned authentically</p> <p>Health</p> <p>Having my health and care needs met with compassion, dignity and respect, and for my voice to be heard throughout</p>

10. Orange Pathway – Community and Careers Progression

Early Years	Primary	KS3	KS4	6 th Form	Post Riverside
Being in a school environment	Exploring what jobs people do and how you have to behave in a job	Developing an understanding of what a career is and what skills you need	Having a supported vocational profile in place	Having individual work placements & supported work experience	Independent Living To live as independently as possible
Playing and taking turns with other pupils (developing teamwork skills)	Exploring real work play – shop keeper, being a customer	Working in the Riverside Lounge	Having career planning sessions	Developing key work skills: - Reliability and time management	Community Inclusion
Articulating preferences	Visiting the Riverside Lounge	Supporting Enterprise Projects with increasing independence	Working in the Riverside Lounge	- Problem solving - Positive attitude to work	Being an active member of society
Following instructions	Learning about real world jobs in emergency services and thinking about what they would like to do when they grow up	Exploring who does what in the community	Exploring journey planning and different ways to travel	- Mock interviews in a real work setting	Having a clear understanding of my own hobbies and leisure interests
Real work roleplay (e.g., teacher, doctor, builder)	Enterprise activities – understanding how products are made and sold	Understanding travel and how to navigate the local area	Visiting local workplaces	Having career planning lessons: -All About Me	Participation/ Employment
	Exploring a range of careers of interest and the skills needed for them	Increasing knowledge of money	Attending employer talks and encounters	- Planning & Preparation	Working towards volunteering and employment
	Exploring roles in class (e.g., handing out books, helping others).	Gaining an understanding of the importance of time keeping	Developing work skills – helping others (charity and fundraising work)	- Writing a CV and establishing long-term goals	Health
	Adapting to different environments	Developing an understanding of the importance of teamwork	Exploring how teams work and what qualities employees need to have	- Applying for college/ interview skills	Understanding my own health needs and knowing how to look after myself
	Working on independence skills in all areas	Communicating through speaking and listening activities, group social and problem-solving activities.	Gaining leadership skills	- Developing independence skills at college	
		Working on independence skills in all areas	Developing life skills and a community-based curriculum	Developing life skills and a community-based curriculum	
		Meaningful accreditation	Meaningful accreditation		

11. Yellow Pathway – Community and Careers Progression

Early Years	Primary	KS3	KS4	6 th Form	Post Riverside
Being in a school environment	Exploring what jobs people do	Developing a concrete understanding of what a career is and what skills are needed	Having a vocational profile in place	Having individual work placements & supported work experience	Independent Living
Playing and taking turns with other pupils (developing teamwork skills)	Developing an understanding of money	Working in the Riverside Lounge	Working in the Riverside Lounge	Developing key work skills: - Reliability & time management	Living as independently as possible
Articulating preferences	Exploring real world play – shop keeper, being a customer	Leading Enterprise Projects with increasing independence	Leading Enterprise Projects with increasing independence	- Problem solving - Positive attitude to work - Mock interviews in a real work setting	Community Inclusion
Following Instructions	Visiting the Riverside Lounge	Exploring who does what in the community and what to do in an emergency	Having career planning sessions	Having career planning lessons:	Being an active member of society
Real world roleplay (e.g., teacher, doctor, builder)	Learning about real world jobs in the emergency services and thinking about what they would like to do when they grow up	Understanding travel and how to navigate the local area	Exploring journey planning and different ways to travel	- All About Me - Planning & Preparation - Writing a CV and establishing long-term goals - Applying for college/ interview skills	Having a clear understanding of my won hobbies and leisure interests
	Job roles in class (e.g., handing out books, helping others)	Increasing knowledge of money	Visiting local workplaces	- Developing independence skills at college	Participation/ Employment
	Adapting to different environments	Gaining an understanding of the importance of time keeping	Attending employer talks and encounters		Working towards volunteering and employment
	Working on independence skills in all areas	Developing an understanding of the importance of teamwork	Developing work skills – helping others (charity and fundraising work)	Developing life skills and a community-based curriculum	Health
		Communicating through speaking and listening activities, group social and problem-solving activities	Developing a concrete understanding of teamwork and what qualities employees need to have		Understanding my won health needs and knowing how to look after myself
		Meaningful accreditation	Gaining leadership skills		
			Developing life skills and a community-based curriculum		
			Meaningful accreditation		

12. Community and Work Experience Opportunities

Background

Including, and in addition to, the sessions provided within community and work experience weeks, pupils may also have the opportunity to undertake a longer work experience opportunity. Work experience forms part of our personalised curriculum for pupils and our wider community and careers programme. As detailed above, the programme provides work-based learning opportunities for pupils and aims to build on work related projects such as mini-enterprise and work-related independence skills.

There are ample opportunities to integrate many areas of the curriculum through community and work experience. It is likely that communication and literacy, numeracy and ICT will all be heavily incorporated into any vocational studies and careers work.

It is important for pupils to be given the opportunity to discuss and explore in detail the world of work and/ or be given the opportunity to experience aspects of this in ways that will make the experiences relevant to them. Lessons planned to deliver this work should, wherever possible, focus on the practical and give pupils a chance to see, hear, do and record work and employment activities first hand and a comprehensive programme of visitors to school and visits to outside workplaces will help to achieve this. Much useful work can be conducted within school and this would normally be the starting point for both looking at careers and the possibility of work experience.

Differentiation

Learning activities are sufficiently differentiated to be of relevance to all pupils within the department. Sensory aspects of visits and work around the school should be explored, together with opportunities for pupils to engage using the appropriate means of communication. It should also be acknowledged that there is a need to establish readiness for some aspects of the programme, in particular when placing pupils on work experience.

Placements

Work experience may take place for a one- or two-week period, or for days or half days over a short, agreed period at any time during the school year. During this time, pupils will attend a place of employment where they will experience first-hand, but unpaid, the world of work. This will help them to understand:

- Working alongside someone in a work situation.
- Learning about equipment used in the workplace.
- Following the routines and schedules of the working day.
- Following instructions in a work situation.
- Using tools and equipment in the workplace.

- Communicating and interacting with colleagues.
- Working independently or as part of a team.
- Self-assessment and keeping a record of progress.
- Identifying health and safety measures and hazards in the workplace.
- The routine of a normal working day or shift.
- A working environment outside the classroom.
- An unfamiliar situation involving working with people of different backgrounds and ages.
- The chance to learn new skills and perhaps wear uniform and use equipment and machinery to learn work processes first hand.

Additionally, work experience may give pupils the opportunity to:

- Move towards developing personal skills, qualities and interests.
- Move towards developing the self-confidence required in the wider world.
- Make some connections between what pupils can learn at school and the world of work.

Employers who offer work experience and the community and careers lead spend time and take great care in arranging suitable work experience placements. Placements are arranged for individual pupils that are appropriate to their level of skills and independence, and a suitable type of support is built in. This is usually in the form of a member of school staff shadowing the pupil for the duration of the placement. In return, pupils are expected to fit into their working environment and attend for the whole placement. Part of the process of finding and starting on a placement may involve pupils in:

- attending a pre-placement interview;
- dressing appropriately for the job;
- being punctual; and
- notifying the person in charge if they are unable to attend through illness or other reason.

Pupils are supported to achieve these tasks.

13. Procedures and Practice

The following procedures are followed for each work experience placement:

- The placement will be chosen by the community and work experience lead, in conjunction with the pupil.
- All placements are carefully monitored by riverside staff, including following our risk assessment procedures. A briefing is held with the supervisor responsible to outline the particular needs of the pupil.
- The pupil will be shadowed by the community and work experience lead or another member of riverside staff.

- In exceptional circumstances, where a pupil is considered independent enough to cope on their own, pupils will be able to complete periods of placement independently, with regular visits by a member of staff. In these cases, the risk assessment will reflect this additional responsibility.
- Pupils, parents/ carers and teachers are kept informed and are encouraged to contribute where possible to the placement.
- Details of employers are kept by the community and work experience lead on a school database.
- Pupils will be briefed on health and safety at work procedures, and will be inducted by the employer on their procedures.
- The pupil will keep a record of their experiences for recording and debriefing purposes.
- The employer will provide an end of placement report and the pupil will review their progress at the end of the placement with the community and work experience lead, who will also produce an end of placement report.
- The community and work experience lead will work closely with the employer to ensure that the duties offered to individual pupils are appropriate to their ability and are in line with health and safety expectations. The community and work experience lead will visit the workplace to ensure the employer is adhering to this agreement, and is not expecting any other duties outside of those agreed.
- A placement may be extended through agreement by all parties as long as it does not impinge upon the curriculum entitlement of the pupil.
- The school and the employer reserve the right to terminate the placement if any pupil is deemed to have behaved in an inappropriate manner, or if the placement is no longer considered appropriate.

Lead

The lead for careers education at Riverside school is Clare Collett, Assistant Headteacher (email: clare.collett@riverside.bromley.sch.uk).

Gatsby Benchmarks

Riverside School follows the recommended guidance as laid out within the Gatsby Benchmarks.

Gatsby Benchmark	How Riverside School meets this
<p>1. A stable careers programme</p> <p>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents/ carers, teachers, governors, employers and other agencies</p>	<p>Please refer to the above community and careers progression overviews for each pathway.</p> <p>We use a range of resources and supports including skills builder to support our teaching and our community and careers education.</p> <p>We regularly review our community and</p>

	<p>career programme and seek feedback from staff, employers, pupils and their families.</p>
<p>2. Learning from career and labour market information</p> <p>Every pupil and their parents/ carers should have access to good quality information about future study options, labour market opportunities and the Local Offer. They will need the support of an informed adviser to make best use of available information.</p>	<p>All secondary pupils will have opportunities to research, learn about and experience different careers paths. This will enable pupils to learn about and experience activities related to an area of their interest.</p> <p>All secondary pupils will also take part in enterprise projects, where they will be able to make, sell and share something with others. This includes working in our Riverside Lounge.</p> <p>Forming our Riverside Alumni enables us to celebrate the successes our former pupils have had within the career and labour markets, and enables us to identify challenges and areas of development where we can help shape our curriculum and work with our local community.</p>
<p>3. Addressing the needs of each learner</p> <p>Pupils have different careers guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.</p>	<p>At Riverside School, equality and diversity is at the heart of everything we do. We strive to challenge stereotypes and have the highest of expectations and aspirations for all of our pupils.</p> <p>Pupil EHCP's, reviews and dreams and aspirations portfolios will enable us to plan ahead for each individual pupil throughout their secondary schooling. This will enable their aspirations to be fulfilled. Each pupil will also have a detailed record of all careers related activities they have taken part in.</p>
<p>4. Linking curriculum learning to careers</p> <p>All teachers should link curriculum learning with careers. For example, STEM (science, technology, engineering and mathematics) subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.</p>	<p>Riverside School's secondary curriculum has a strong focus on independence and gaining meaningful experiences including experiences in the world of work.</p> <p>STEM subjects are built into the curriculum.</p>
<p>5. Encounters with employers and employees</p> <p>Every pupil 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</p>	<p>All pupils in years 8 – 14 will experience a minimum of 6 meaningful encounters with employers. These will be personalised to the needs of the pupils and could be in an in-house workshop, external visits to employers or longer-term arrangements such as work experience.</p> <p>All pupils within the secondary phase will take</p>

<p>schemes.</p>	<p>part in community experience. Through this they will be able to participate in meaningful work and community related experiences which will help to develop a deeper understanding of the world of work and their wider community.</p>
<p>6. Experiences of workplaces</p> <p>Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/ or work experience so they can explore their career opportunities and expand their networks.</p>	<p>Pupils in years 10-14 and younger, will have meaningful experience of the workplace. This will be personalised to the needs of each pupil and could include virtual experience of the workplace, external visits to employers or longer-term arrangements such as work experience.</p>
<p>7. Encounters with Further and Higher Education</p> <p>All pupils should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace and the Local Offer.</p>	<p>All pupils have the opportunity along with their families to make choices about their preferred appropriate further education provision that takes into account pupil's interests and needs.</p> <p>The post 16 information transition event will equip families with the knowledge and understanding to make informed choices about what provisions are available post riverside.</p>
<p>8. Personal guidance</p> <p>Every learner should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level.</p>	<p>Every year, as part of their EHCP process, pupils will have the opportunity to contribute meaningfully to their EHCP review.</p> <p>For pupils for whom it is appropriate, they will have an interview with the Riverside careers lead to discuss their careers aspirations and what appropriate careers paths could look like for them, this will take place within year 10. From years 12-14, vocational profiles will be completed.</p>