

Careers Programme / Provider Access Policy

Approved by:

FWS LGC

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Careers Programme Information

Forest Way School provides a personalised, meaningful and aspirational careers programme which is fully embedded within our holistic curriculum. Our approach reflects our vision that every learner will 'Thrive at Forest Way' and be prepared for a fulfilling adult life through communication, independence and community engagement.

Careers education is closely aligned with our three curriculum pathways (Life Choices, Life Skills and Vocational) and is underpinned by the Preparing for Adulthood (PfA) framework: employment, independent living, community inclusion and health.

The careers programme is adapted to meet individual needs and is developed through EHCP outcomes, learner passports and personalised pathways, ensuring all learning is relevant to each young person's strengths, interests and aspirations.

Aims and Purpose

The careers programme at Forest Way School aims to:

- Develop independence, resilience and communication skills essential for adult life
- Prepare students for employment, further education and meaningful community participation
- Provide a broad range of real-life and community-based learning experiences
- Support students to understand their strengths, interests and aspirations
- Enable informed decision-making about future pathways including supported internships, further education and employment
- Promote self-advocacy and ensure learners are at the centre of their transition planning

Statutory Requirements and Recommendations

Our careers provision aligns with statutory guidance under the Education Act 1997 and the SEND Code of Practice (2015). Careers guidance at Forest Way:

- Is provided from Year 8 onwards
- Is personalised to meet individual needs
- Includes a wide range of pathways (e.g. further education, supported internships, apprenticeships)
- Is integrated into EHCP annual reviews and Preparing for Adulthood outcomes

Forest Way School subscribes to Above and Beyond Careers, a specialist careers guidance provider with expertise in supporting young people with SEND. This ensures that all pupils receive independent, impartial and personalised careers advice that reflects their needs, strengths and aspirations.

The school also complies with Provider Access legislation and ensures external providers can engage meaningfully with students.

Careers Provision

All students at Forest Way School access careers education through:

- A fully embedded curriculum linking learning to real-life contexts
- Community-based learning, visits and enrichment opportunities
- Enterprise activities and mini projects
- Work-related learning and employability skill development
- Annual EHCP reviews focused on long-term outcomes
- Pupil voice and personalised planning

Careers learning is not discrete but woven across the curriculum, including life skills, enterprise, communication, and community participation.

Key Stage Provision

Early Years, Key Stage 1 and Key Stage 2

Careers-related learning begins early through:

- Exploration of the world and community roles
- Development of communication, independence and social interaction skills
- Thematic learning experiences linked to real-life contexts
- Multi-sensory and play-based activities that build foundational skills for adulthood

Key Stage 3 (Years 7–9)

Students begin more structured careers education through:

- Dedicated Careers curriculum teaching
- Increased focus on independence and decision-making
- Community visits and engagement with local environments
- Development of employability and life skills

- Introduction to enterprise and functional learning

From Year 9, Preparing for Adulthood becomes central to EHCP reviews, ensuring all targets link to future outcomes.

Key Stage 4 (Years 10–11)

Students follow personalised pathways based on strengths and aspirations. Provision includes:

- Functional Skills qualifications (Entry Level 1–3)
- Vocational learning opportunities and enterprise activities
- Work-related learning and employer engagement
- Development of employability and independent living skills
- Participation in awards such as Sports Leadership and Arts Awards

Students apply learning in real-life contexts, including community projects and practical experiences.

Post-16 (Years 12–14)

Post-16 provision is focused on transition into adulthood and includes:

- Individualised pathways aligned to PfA outcomes
- Functional Skills and vocational qualifications
- Work experience and supported internship opportunities (e.g. Project SEARCH)
- Community participation and independent living skills
- Enterprise, travel training and real-world learning

Students are supported to move on to a range of destinations including specialist provision, further education colleges, apprenticeships and employment.

Planned Developments in CEIAG

- Continued development of employer partnerships and work-based opportunities
- Expansion of supported internships and community links
- Further integration of Gatsby Benchmarks within SEND context
- Increased opportunities for meaningful encounters with providers

Key People

- Careers Leader: Leanne Larder
- Contact: forestway@forestway.leics.sch.uk | 01530 831899

- Senior Leadership Team oversee careers provision
- External careers advisors support personalised guidance

Impact of the Careers Programme

Students and Families

Students and families will:

- Have clear, realistic pathways into adulthood
- Understand available options post-16 and post-19
- Feel confident in making informed decisions

Students

Students will:

- Develop independence and employability skills
- Apply learning in real-life contexts
- Understand their role within the community
- Make progress towards EHCP PfA outcomes

Impact is measured through:

- EHCP outcomes and annual reviews
- Progress within learner pathways
- Student voice and engagement
- Destinations data and transition success

Provider Access Policy

Introduction

This policy outlines how Forest Way School manages access for education and training providers. It complies with Section 42B of the Education Act 1997.

Pupil Entitlement

All students in Years 7–14 are entitled to:

- Learn about technical education, employment and training pathways

- Access a range of providers including colleges and employers
- Understand application processes and progression routes

Students will receive at least:

- One encounter in Key Stage 3
- One encounter in Key Stage 4

Encounters are adapted to meet SEND needs and ensure accessibility.

Meaningful Provider Encounters

A meaningful encounter includes:

- Clear information about the provider and pathways
- Insight into workplace or training environments
- Opportunities to ask questions and engage
- Experiences suited to learners' communication needs

Online engagement will also be used where appropriate.

Previous Providers

Forest Way School works with a range of partners including:

- Local colleges (e.g. Loughborough College, Leicester College)
- Specialist providers (e.g. Homefield College, SENSE)
- Employers and community organisations

Destinations of Students

Students move on to:

- Further Education Colleges
- Specialist SEND provision
- Supported internships and employment
- Apprenticeships where appropriate

Pathways are personalised and agreed through EHCP reviews.

Management of Provider Access

Providers should contact the school office:

- Email: forestway@forestway.leics.sch.uk
- Telephone: 01530 831899

Access may be declined where:

- Provision is not appropriate for students' needs
- There is duplication of experiences
- Timing conflicts with learning priorities

Opportunities for Access

Providers may engage through:

- Careers lessons
- Themed curriculum days
- Enterprise and enrichment events
- Transition fairs and parent events
- Small group or personalised sessions

All sessions are adapted to ensure meaningful engagement for SEND learners.

Premises and Facilities

Facilities available include:

- Classrooms and specialist learning environments
- Outdoor and Forest School provision
- AV equipment to support accessible presentations

Safeguarding and Complaints

All visitors must follow the school's safeguarding procedures.

Complaints regarding provider access should follow the school complaints policy.