Careers Policy Statement including Provider Access Policy Statement

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1. Introduction

Physis Academy provides a relevant and engaging careers curriculum which meets the differing needs and requirements of our pupils. This is developed throughout a pupil's time at the school and is always supportive of their abilities, strengths and skills.

2. Aims and Purpose

- Prepare pupils for the transition to life after Physis Academy
- Support pupils in making informed decisions which are appropriate for them
- Provide pupils with well-rounded experiences
- Develop personal characteristics such as social skills, communication, independence and resilience
- Inspire and motivate pupils to develop themselves as individuals and live as independently as is possible

- Ensure equality of opportunity for all pupils regardless of protected characteristics
- Challenge stereotypes and promote diverse career pathways

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education, work experience and provider access.

3. Equality Statement

3.1 Our Commitment to Equality

Physis Academy is committed to ensuring that all pupils have equal access to high-quality careers education, information, advice and guidance (CEIAG) regardless of their protected characteristics under the Equality Act 2010. We recognise that some pupils may face additional barriers to accessing careers opportunities and we are committed to removing these barriers.

3.2 Protected Characteristics

We will ensure our careers provision actively promotes equality and does not discriminate on the grounds of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

3.3 Reasonable Adjustments and Accessibility

We will make reasonable adjustments to ensure all pupils can access careers activities, including:

- **Work experience placements:** Individual risk assessments will consider each pupil's specific needs, including physical access, communication support, sensory needs, and any medical requirements. We will work with employers to ensure appropriate adjustments are in place.
- **Careers events and college visits:** All events will be planned with accessibility in mind, including physical access, accessible formats for information (such as easy-read materials, visual supports, and large print), and appropriate support staff where needed.
- **Careers information:** Information will be available in accessible formats appropriate to individual pupil needs, including visual supports, simplified language, and alternative formats.
- **Flexible arrangements:** We will provide flexible timing and alternative arrangements for pupils who may face barriers to participation, including pregnant pupils, young parents, pupils with medical needs, or those with caring responsibilities.

3.4 Challenging Stereotypes

We are committed to challenging stereotypes and promoting diverse career pathways. This includes:

- **Gender stereotypes:** Actively encouraging all pupils to explore careers in non-traditional fields, including girls in STEM and boys in care/education sectors. We will monitor work experience placements and career aspirations by gender to identify and address any patterns of stereotyping.
- **Racial and cultural stereotypes:** Ensuring diverse representation in visiting speakers, role models, and

careers materials. We will actively challenge assumptions about which careers are "suitable" for pupils from different ethnic backgrounds.

- **Disability stereotypes:** Promoting high aspirations for all pupils and showcasing disabled people in a wide range of careers. We will challenge low expectations and ensure pupils with SEND have access to the full range of career pathways.
- **LGBTQ+ inclusion:** Including diverse role models and ensuring all pupils feel supported to explore careers without fear of discrimination based on sexual orientation or gender identity.

3.5 Cultural and Religious Considerations

We will:

- Consider religious observances when scheduling work experience and careers events
- Brief employers on the need to accommodate religious practices (e.g., prayer times, dietary requirements, religious dress)
- Ensure pupils are not disadvantaged if certain placements are unsuitable for religious or cultural reasons
- Provide alternative options where conflicts arise

3.6 Support for Vulnerable Groups

We recognise that some pupils may face additional challenges, including:

- Looked-after children and care leavers
- Pupils from disadvantaged backgrounds
- Pupils with caring responsibilities
- Young parents or pregnant pupils

We will ensure these pupils receive additional support and that financial or practical barriers (such as transport costs, appropriate clothing for work experience, or digital access) do not prevent participation in careers activities.

3.7 Equality Requirements for External Partners

All external providers, employers offering work experience, and visiting speakers will be:

- Briefed on our equality expectations and commitment to inclusion
- Required to demonstrate inclusive practices
- Expected to provide accessible environments and make reasonable adjustments
- Asked to challenge stereotypes and promote diverse career pathways

We reserve the right to decline partnerships with organisations that do not meet our equality standards.

4. Statutory Requirements and Recommendations

The careers provision at Physis Academy is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997.

This states that all schools should provide independent careers guidance from Years 8-13 and that this guidance should:

- Be impartial
- Include information on a range of pathways, including apprenticeships
- Be adapted to the needs of the pupil

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states

that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document, under Provider Access.

We also comply with our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity, and foster good relations between different groups.

5. Careers Provision at Physis Academy

All pupils have access to the following:

- 1:1 session once a fortnight accessing elements of the SWEET programme around future and setting goals
- Visitors into school and offsite visits support pupils in developing their understanding of a range of different post-16 pathways, including diverse role models from a range of backgrounds and protected characteristics
- All pupils from Year 7 have access to advice and guidance from our Careers Co-ordinator
- All pupils have access to a meeting with the independent career's advisor and school careers leader
- Pupils have access, through the programme, to relevant careers events hosted in-house and at local colleges and local/national events
- All careers' activities will be planned with accessibility in mind and reasonable adjustments will be made to ensure all pupils can participate
- Financial support will be available to ensure no pupil is prevented from participating due to cost barriers (e.g., transport, clothing for work experience)

Key Stage 3

- Pupil pathways onto accredited and vocational courses are planned and prepared for in KS3
- Pupils take part in Enterprise projects
- Events and projects are a key part of the KS3 curriculum
- Careers education will actively challenge stereotypes and introduce pupils to diverse career pathways
- Pupils will encounter role models from diverse backgrounds, including different genders, ethnicities, disabilities, and LGBTQ+ identities

Key Stage 4 (in addition to KS3 ongoing provision)

- One-to-one meetings with the school Careers Co-ordinator, Careers Lead and CSW Advisor in Year 10 and Year 11 inform individual routes into Post-16 provision and appropriate and meaningful work experience opportunities
- These meetings will be tailored to individual needs and will actively challenge any stereotypical thinking about career choices
- Pupils in Year 10 and 11 plus to undertake Work Experience and work-based placements and opportunities
- Work experience placements will be carefully matched to pupil interests and aspirations, not stereotypical assumptions based on gender, ethnicity, or disability
- Take part in an Enterprise project

Key Stage 5

- One-to-one meetings with the school Careers Lead, Careers Co-ordinator and CSW Advisor in Year 12 and Year 13 to inform individual routes into Post-16 provision and appropriate and meaningful work experience opportunities

- Pupils in Year 12 and 13 to undertake Work Experience and work-based placements and opportunities; due to their age these are often extended periods fitted around their timetable in school
- Take part in an Enterprise project
- External college placements offering specialised courses identified from previous careers consultation with students are arranged
- Support with transition planning will consider individual needs, including accessibility of further education settings and reasonable adjustments

Work Experience Organisation

The overall organisation of work experience is undertaken by the school Careers Co-ordinator who liaises with the Care Home Managers and day student parents/guardians to ensure the most relevant and engaging opportunities are taken.

Care home Managers, day student parents/guardians and authorities are informed and communicated with throughout the process and a work experience agreement form and work experience information form are completed.

All pupils on placement are covered by the employer's insurance and places of work are risk assessed by the Careers Co-ordinator in liaison with the Care Home Manager or day student parent/guardian. This is signed off by the Careers Leader.

Risk assessments will specifically consider:

- Individual pupil needs, including physical access, communication support, sensory needs, and medical requirements
- Reasonable adjustments required for disabled pupils
- Accessibility of facilities (e.g., toilets, rest areas, prayer spaces)

- Employer understanding of and commitment to equality and inclusion
- Any concerns related to discrimination based on protected characteristics
- Cultural or religious considerations (e.g., uniform requirements, dietary needs, prayer times)

Employers will be:

- Briefed on our equality expectations before placements begin
- Required to demonstrate inclusive practices and commitment to making reasonable adjustments
- Monitored to ensure they provide safe and inclusive environments for all pupils

Pupils will be:

- Prepared for work experience with information about their rights and who to contact if they experience any difficulties
- Supported throughout their placement with regular check-ins
- Debriefed after their placement to identify any concerns or learning points

6. Provider Access Policy Statement

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil Entitlement

All pupils in years 7-13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities as part of a careers programme, which provides information on the full range of education and training options available at each transition point
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies, group discussions and taster events
- To understand how to make applications for the full range of academic and technical courses
- To receive information in accessible formats appropriate to their needs
- To access all provider encounters with appropriate support and reasonable adjustments
- To encounter providers who are committed to equality and inclusion

Management of Provider Access Requests

Procedure:

A provider wishing to request access should contact the Head Teacher and Careers Lead.

Students can also book in appointments between 3 and 5 pm, Wednesday and Friday.

All external providers will be:

- Asked to complete an equality information form outlining their commitment to diversity and inclusion
- Briefed on our equality expectations and the diverse needs of our pupils

- Required to provide accessible materials and make reasonable adjustments
- Expected to challenge stereotypes and promote diverse career pathways
- Asked to provide diverse representation in their visiting staff where possible

Opportunities for Access

A number of events integrated into the school careers programme will offer providers an opportunity to come into school to speak to students and/or their Care Home Manager, day student parents/guardians: e.g. DWP job centre outside speaker, events including Apprentices week, Careers shows.

	Autumn Term	**Spring Term**	**Summer Term**
Year 7*	Employability Sessions [Rolling programme] - Visits to employers - Assembly [To include outside speakers, planned sessions] - Embedded work through Curriculum - Diverse role models introduced - Challenging stereotypes begins		
Year 8	Employability Sessions [Rolling programme] - Visits to employers		

	- Assembly [To include outside speakers, planned sessions] - Embedded work through Curriculum - Continued focus on diverse careers - LGBTQ+ role models included		
Year 9	Employability Sessions [Rolling programme] - Visits to Employers - Assembly [To include outside speakers, planned sessions] - Embedded work through Curriculum - Challenging gender stereotypes in STEM - Disabled professionals as role models		
Year 10	- Embedded work through Curriculum - Assembly [To include outside speakers, planned sessions] - Employability	- Embedded work through Curriculum - College taster programme - KS4 attend careers event - Employability	- Work Experience - Assembly [To include outside speakers, planned sessions] - Enterprise project - Meeting with

	[weekly] - Equality briefing for work experience	[Weekly] - DWP Work experience PREP - Accessibility of college visits assessed - Individual needs considered for placements	independent careers Adviser - Embedded work through Curriculum - Employability Weekly - DWP external sessions - Assembly [To include outside speakers, planned sessions] - Enterprise project - Work experience monitoring for equality
Year 11 PLUS	- Meetings with Independent Careers adviser - DWP sessions - Experience PREP - Work Experience - Careers advice [external] - Skills show - Employability Weekly - Interview Skills DWP - Assembly [To include outside speakers, planned sessions] - Reasonable adjustments for interviews	- Attend careers event - College taster programme - Assembly - Employability weekly - Work Experience - Visits to employers - Practice interviews - Assembly [To include outside speakers, planned sessions] - Accessibility of FE settings assessed	- College visits - Enterprise Project - Employability weekly - DWP session - Visits to employers - Assembly [To include outside speakers, planned sessions] - Post-16 equality support discussed

	discussed - Rights and discrimination awareness	- Transition support planning	

All activities will be planned with accessibility in mind and reasonable adjustments will be made to ensure all pupils can participate fully.

Premises and Facilities

The school will make the main hall, classrooms or meeting spaces available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

All venues will be assessed for accessibility and reasonable adjustments will be made where needed.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Programme Lead. This will be made available to pupils and home teams as appropriate. Providers are encouraged to supply materials in accessible formats.

7. Gatsby Reference to Policy [See Action Plan]

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. This programme will be accessible to all pupils and will actively promote equality of opportunity.
2. Learning from career and labour market information. Every student, and their team, 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. Information will be provided in accessible formats and advisers will be trained to challenge stereotypes and promote diverse pathways.

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. We will make reasonable adjustments to ensure all pupils can access guidance appropriate to their needs. We will actively monitor participation and outcomes by protected characteristics to identify and address any barriers.

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. Teachers will actively challenge gender and other stereotypes, promoting diverse role models in all subject areas, including women in STEM and men in care/education professions.

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. We will ensure diverse representation in employer encounters, including people from different genders, ethnicities, disabilities, sexual orientations, and backgrounds. All employers will be briefed on our equality expectations.

6. Experiences 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. Work experience will be carefully matched to individual pupil interests and aspirations, not stereotypical assumptions. Comprehensive risk assessments will ensure reasonable adjustments are in place for all pupils. We will monitor work experience placements to ensure equitable access and challenge any patterns of stereotyping.

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. We will ensure accessibility of FE/HE encounters and provide information about support available in further and higher education for pupils with additional needs.

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. All careers' advisers will receive equality training and will be expected to challenge stereotypes, promote high aspirations for all pupils, and tailor guidance to individual needs. Guidance will be provided in accessible formats with appropriate support.

8. Monitoring and Evaluation

8.1 Equality Monitoring

We will monitor our careers provision to ensure it is accessible and effective for all pupils. This will include:

Participation monitoring:

- Tracking participation in careers events, work experience, and college visits by protected characteristics (where data is available and appropriate)

- Identifying any groups with lower participation rates and investigating barriers
- Monitoring accessibility of activities and effectiveness of reasonable adjustments

Outcomes monitoring:

- Analysing career aspirations by gender, ethnicity, disability, and other relevant characteristics
- Tracking post-16 destinations by protected characteristics
- Identifying any patterns that suggest stereotyping or inequality
- Monitoring work experience placements by gender and other characteristics to identify stereotypical patterns

Quality monitoring:

- Gathering feedback from pupils, families, and care home managers about their experiences
- Reviewing any incidents or concerns related to discrimination or equality
- Evaluating the diversity of role models and external speakers
- Assessing the equality practices of external providers and employers

8.2 Staff Training

All staff involved in delivering careers provision will receive training on:

- Equality Act 2010 and protected characteristics
- Unconscious bias and challenging stereotypes
- Making reasonable adjustments
- Promoting diverse career pathways

- Supporting vulnerable groups

8.3 Policy Review

This policy will be reviewed annually, taking into account:

- Equality monitoring data
- Feedback from pupils, families, and staff
- Changes in statutory guidance
- Best practice developments
- Incidents or concerns related to equality

8.4 Reporting

The Careers Leader will provide an annual report to the governing body on:

- Participation and outcomes by protected characteristics
- Effectiveness of reasonable adjustments
- Progress in challenging stereotypes and promoting diversity
- Any equality concerns and actions taken
- Staff training completed
- Recommendations for improvement