



BENCHMARK

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A STABLE CAREERS PROGRAMME

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

FOR SCHOOLS:

- Every school 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 website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.

Helen Guest is responsible for the delivery of the careers programme in KS3/4 and beyond. Helen will work in conjunction with Ian Simpson from Careers Seekers Direct as our independent careers and advice advisor. As part of Lake Haven's commitment to Careers for our students, we will be regularly reviewing the programme to ensure that we are providing the very best for our learners. You can contact Lindsay Taylor or Ian Simpson by contacting our office: hello@lakehavenschool.co.uk or calling 01455 413344

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LEARNING FROM CAREER AND LABOUR MARKET INFORMATION

FOR SCHOOLS:

Every pupil, and their parents, 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.

- By the age of 16, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.
- Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

Alongside and in support of Ian from Career Seekers Direct, Lake Haven have created information for parents about providing impartial advice to their children. This can be found on the Lake Haven School website. All pupils at Lake Haven will be provided with a programme of study to

assist them making decisions about their adulthood and what career pathways and qualifications will be required for them to achieve this. We have a journey plan to share with the children that identifies what they will be learning over the course of their KS3 and KS4 journey with Lake Haven.

<https://icould.com/buzz-quiz/> is a good starting point for the children to recognise their own qualities and personalities to open their minds and horizons to what career possibilities there are in the big wide world.

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ADDRESSING THE NEEDS OF EACH PUPIL

FOR SCHOOLS:

Pupils have different career 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.

- A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
- Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development.
- Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school.

As Lake Haven is a small independent provision, we are able to tailor the careers programme to the needs of individual children. Not just in our career sessions, but weaved through and within all of our curriculum areas, we will challenge stereotypes, raise aspirations and discuss all possibilities with our children. Due to our children having SEND and experiencing differences, we feel that we are even more committed to showing our learners their potential and providing them with the abilities and independent skills to stand shoulder to shoulder with anyone else from a mainstream background. Due to our smaller school environment, we will be able to discuss educational pathways and with Ian's support, our children will be able to identify their personality strengths,

aspirations for their own futures and an educational pathway to facilitate this.

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LINKING CURRICULUM LEARNING TO CAREERS

FOR SCHOOLS:

All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.

- By the age of 16, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

At Lake Haven School, all of our learning is carefully delivered using the SPELL format from the National Autistic Society. Our learning is S- Structured to provide our learners with a clear intention, format and end point to the lesson; P-Positive

approaches to ensure that all children feel supported focussing on their strengths and our expectations; E- Empathy so our children understand and can empathise with others, but also a double empathy of realising how they fit into this world in a unique way; L- Low arousal to allow our learners to engage and fully comprehend what is being taught and learned; L-Links - how is it best to help our learners understand - this could include visits, visitors and making our learning as real in context as practicably possible. With this in mind, all of our Science and technology lessons, but not limited to just these lessons, will have to show and deliver to the children an exciting lesson, but how this links to the world and their futures in adulthood.

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ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

FOR SCHOOLS:

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 schemes.

- Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.

** A 'meaningful' encounter is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.*

All staff at Lake Haven will be mindful of the futures that we are helping to shape our children. With this in mind, from the very young age when our learners arrive at Lake Haven in Year 3, we already begin our enterprise experiences with selling the eggs that our chickens lay, by measuring out the goat and lamb feed to sell through the local canteen at the fishing lakes. The children also take an active role in growing their own produce on the school allotment that can be made into feed for our farm animals, feed ourselves when we cook or to sell through the fishing shop/canteen. All of the fishery staff have an active role in school where the children can see the fishing manager working to keep the lake in top condition. We have access to plenty of employees that work on land management, rewilding, serving in the canteen or fishing office. This just

provides some of the realisation that if we produce something, money can be earned. We also encourage a sustainable way of living and this is also weaved within our PSHE, Science and Geography units of learning.

Many of our children engage in special interests and we have the ability to support the child's interest through visits, research or visitors to our setting. For example one of our learners is fascinated by diggers and this is her aspirations for the future. We have planned a trip to Bardon Quarry to support this love but also that is intertwined with our learning of rocks in science.

We talk a lot about the future with our children and raise their aspirations and expectations of what they can achieve. Through our 'Everyone's Welcome' assemblies that we share with the children weekly, we enjoy in-depth conversations about how equality can now overcome barriers and they too can fit into the wider world. Part of our behaviour policy is to reward children with tokens for hard work or achieving well in class. These tokens hold a monetary value which they can save and spend on an item of their choice. We feel this is also showing children that hard work is valued and rewarding.

One part of our school life is opening our grounds up to community and volunteer days. Recently Sage UK embarked on a community day, where they helped our children plant trees, make vegetable plots and weed the paddocks all whilst talking with our children about their careers in accountancy and IT. This was an excellent way to engage our learners in a safe environment for them, but to reach the outside world that may often feel, in their minds, out of reach to them.

Lake Haven has a close relationship with the local Army Barracks where Captain Neil and his team visit or we visit the barracks and his workshop providing aspirational visits for our children.

We hold a careers week annually and a craft fair in December. Children have a nominal starting point of £20 and they have to make, create, plant, bake a product to reap their money and try to aim for a profit. This is all teaching them the value of money and also real-life skills for their futures.

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EXPERIENCES OF WORKPLACES

FOR SCHOOLS:

Every pupil 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.

- By the age of 16, every pupil should have had at least one experience of a workplace, in addition to any part-time jobs they may have.
- By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.

As Lake Haven grows, so will our opportunities. We have a very clear vision that will support our learners to achieve their best version of themselves. Many of our learners will have fallen out of love with learning or had their self-esteem knocked through their unmet needs in a different setting. However, at Lake Haven, we believe in all of our children and through our ethos of 'nurture, belonging and respect' we help them to realise this too. All of our learners will have some form of work experience, whether this is helping us in school, selling our animal

feed or eggs, counting the money raised, spending their income to provide for the animals in school. Or supporting the fishing lake staff with rewilding, working in the canteen or office. We also have a close link with the Army barracks which we will continue as this is very aspirational for our children. We will also be supported by Ian Simpson from Careers Seekers Direct and together we will provide the children with the experiences they need to open their eyes and expectations for their futures.

Our vision includes working alongside colleges, and the wider community to enhance the learning environment for our children.

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ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

All pupils/learners should understand the full range of learning opportunities that are available to them. This includes both academic and technical and vocational routes and learning in schools, colleges, universities and in the workplace.

FOR SCHOOLS:

- By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.
- By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.

** A 'meaningful' encounter is one in which the student has an opportunity to explore what it's like to learn in that environment.*

During our careers week, we had Nuneaton and Warwickshire College speak with our children and their parents. They discussed options that were available to them Post 16. WE will continue with these links and arrange for a visit to the college with our KS3/4 students in the year 2025/2026.

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FOR SCHOOLS:

Every pupil 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. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

- Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Lake Haven has formed a working relationship with Ian Simpson from Career Seekers Direct. We will ensure that all of our learners in KS3 and KS4, will follow a suitable career learning path to meet their individual needs. Our connections with Careers Seekers Direct will ensure that we provide our children with the most up to date, independent careers advice and guidance that they will require to take forward with them into adulthood.

Updated July 2025



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