



Serenity School Careers Statement

At Serenity School, we are committed to preparing our Pupils for successful futures. Our careers education programme is tailored to meet the diverse needs of our Pupils, who have a range of special educational needs and disabilities, primarily Autism Spectrum Disorder (ASD) and associated difficulties. We cater to Pupils aged 4-18, offering three curriculum pathways: Formal, Semi-Formal, and Nurture. Our comprehensive careers education is designed to ensure that every student progresses into further education, training, or employment.

Our Approach

Here at Serenity School, we take great pride in our careers education programme. Our curriculum is designed to develop essential skills, knowledge, and behaviours that will support our Pupils in their transition to adulthood. We aim to link our careers provision to the 8 Gatsby Benchmarks of good practice as set out in the Governments careers strategy, published on 4 December 2017 See [Gatsby Benchmark](#)

The school's careers education programme is evaluated annually through parent and student surveys, targeting and monitoring in the whole school raising achievement plan and analysis of destination data.

How we meet the Gatsby Benchmarks

1. A Stable Careers Programme

- Our careers programme is integrated across all pathways (Formal, Semi-Formal, Nurture) and phases (Primary, Secondary, Post-16).
- Our Formal Pathway is designed for Pupils who can access the National Curriculum with adaptations. Career education in this pathway focuses on achieving academic qualifications and preparing pupils for further education or employment. The Semi-Formal Pathway is for pupils with moderate learning difficulties who require a developmental and personalised curriculum. Emphasis here is on developing core functional skills and achieving recognised qualifications to enable pupils to access further education or employment. For our Nurture Pathway who often have severe or complex learning difficulties, the focus is on developing communication skills, emotional wellbeing, and independence.
- Regular reviews ensure our programme meets the needs of all Pupils and adapts to changing career landscapes.

2. Learning from Career and Labour Market Information

- Pupils and parents have access to up-to-date career and labour market information through our regular newsletters.
- We organise career fairs and invite speakers from various industries to discuss current labour market trends and opportunities.

3. Addressing the Needs of Each Student

- Our careers programme is tailored to the individual needs of our Pupils, recognising their unique strengths and interests.
- We provide personalised support through our Multi-Disciplinary Team (MDT), which includes therapists, counsellors, and career advisors.

4. Linking Curriculum Learning to Careers

- All subjects, including core areas such as English, Maths, and Science, incorporate career-related learning opportunities.
- Practical activities and real-world applications are used to help Pupils understand how their learning relates to future careers.

5. Encounters with Employers and Employees

- We facilitate regular interactions with employers through work experience placements, industry visits, and guest speakers.
- Partnerships with local businesses provide Pupils with insights into various professions and the skills required.

6. Experiences of Workplaces

- Pupils participate in work experience placements tailored to their interests and abilities.
- We offer a range of vocational and enterprise activities to give Pupils hands-on experience in different work environments.

7. Encounters with Further and Higher Education

- We organise visits to colleges, universities, and training providers to help Pupils explore their post-16 options.
- Independent Career Advisers support Pupils in understanding the requirements and opportunities in further and higher education.

8. Personal Guidance

- Each student receives impartial and independent personalised career guidance from trained independent advisors who understand their individual needs.
- Regular one-to-one sessions ensure Pupils are well-informed and supported in making career decisions.

Preparing for Adulthood

- Preparing our Pupils for adulthood is a core focus of our educational approach at Serenity School. We aim to equip our Pupils with the necessary skills, confidence, and resilience to lead fulfilling and independent lives.
- **Starting with an annual review in Year 6:** We believe that early preparation is key. Our journey towards adulthood begins with talks as part of the annual review as early as Year 6 and Year 9 and key transition moments in Year 11 and year 13. During these essential discussions, we collaborate with families and relevant professionals, and advocate for the young person to develop a holistic understanding of their needs, aspirations, and goals.
- **Continuing the learning journey with EHCP:** At each stage of the journey, we work together with the local authority and families to ensure that the Education, Health, and Care Plans (EHCP) for each young person reflect their strengths, needs, and requirements. Our multidisciplinary team of dedicated professionals remains committed to enabling Pupils to effectively work towards and achieve the specific learning outcomes as outlined in their EHCPs.
- **Transition planning throughout the academic years:** Transition planning is a continuous process at Serenity School. We understand that each stage of a student's academic journey brings new challenges and opportunities. To ensure a seamless transition into adulthood, we offer comprehensive guidance and support, which includes our renowned Career Fairs.

- **Independent Living Skills:** We provide instruction and practice in daily living skills such as cooking, cleaning, personal hygiene, and managing personal finances. Pupils learn about nutrition, exercise, and maintaining a healthy lifestyle. We also address personal safety and self-care.
- **Social and Emotional Development:** Our curriculum includes social skills training, focusing on communication, relationship-building, and social interactions. Integrated therapeutic support helps Pupils develop emotional resilience, coping strategies, and self-regulation skills.
- **Vocational Skills and Work Experience:** We offer vocational training in various fields, tailored to the interests and abilities of our Pupils. This includes practical courses in areas like food preparation, craft skills, and motor vehicle maintenance. Pupils participate in work experience placements, gaining firsthand knowledge of the workplace and developing employability skills. These placements are carefully chosen to match Pupils' interests and abilities.
- **Community Engagement and Participation:** We encourage Pupils to take part in community service and volunteering projects, fostering a sense of responsibility and connection to the community. Collaborations with local businesses and organisations provide Pupils with real-world learning opportunities and experiences.
- **Further Education and Career Planning:** Personalised career guidance helps Pupils explore their interests, set goals, and plan their future careers. This includes support with applications to further education, training programmes, and employment opportunities. Visits to colleges, universities, and apprenticeship providers help Pupils understand their options and make informed decisions about their post-16 pathways.
- **Person-Centred Planning:** Each student has an individual transition plan developed in collaboration with their family, teachers, and external agencies. This plan outlines the steps needed to achieve their goals and supports a smooth transition from school to adulthood. Transition plans are regularly reviewed and updated to reflect the changing needs and aspirations of the student.
- **Building Self-Advocacy:** We teach Pupils to understand their strengths, needs, and rights. They learn to advocate for themselves and make informed choices about their lives. Pupils are given opportunities to take on leadership roles within the school, fostering independence and self-confidence.

What types of Careers Education activities will our Pupils in be taking part in?

Pupils at Serenity School engage in a variety of careers education activities throughout their school years. These activities are designed to develop self-awareness, career exploration, and decision-making skills. Below is an outline of the key activities by year group:

By the time the get to the end of Key Stage 1 (Year 2)

- They would have been introduced to a variety of jobs through stories, visitors, and role-play activities. This helps them understand the diversity of occupations and start to think about the world of work.
- Engaged in activities which focus on basic life skills such as dressing, eating independently, and personal hygiene. These are foundational skills for independence in adulthood.
- developed social skills through group activities, cooperative games, and guided interactions. This helps pupils learn how to communicate, share, and work together.

- participated in simple routines and responsibilities within the classroom, such as tidying up, helping with classroom tasks, and following instructions. This fosters a sense of responsibility and routine.
- Provided with opportunities to explore their interests and talents through a variety of activities like art, music, sports, and other hobbies.

By the time they get to the end of Key Stage 2 (Year 6)

- Learnt about different career paths and the skills required for various jobs. This can be facilitated through career days, visits from professionals, and educational videos.
- Engaged in activities that focus on more advanced life skills such as basic cooking, money handling, and using public transport. These skills are essential for greater independence.
- Engaged in projects that require teamwork and collaboration, fostering skills such as negotiation, compromise, and collective problem-solving.
- Encouraged to make choices about their learning and activities, helping them to develop decision-making skills and self-advocacy. This includes setting personal goals and reflecting on their progress.
- Provided opportunities to visit local workplaces and understand the environment and culture of different jobs. This could include field trips, virtual tours, or partnerships with local businesses.

By the time they get to the end of Year 7 they will have:

- Had opportunities to reflect on their personal qualities and the way they relate to their peers in PHSCE lessons
- Used the Morrisby.com portal to begin to identify their strengths and how they can make the best use of them.
- Started finding out about different career areas and qualification routes that might interest them in the future through involvement in our Careers Week.

By the time they get to the end of Year 8 they will have:

- Built upon the self-development skills they worked on in Year 7.
- Started to develop their financial management skills, including budgeting and banking and learned about rights & responsibilities at work, discrimination and stereotyping.
- Taken part in Personal Development days where they have built upon their relationships with our business links and explored career pathways.
- Used the Morrisby.com portal to begin to match their individual interests and preferences to specific careers and courses
- Used their developing knowledge of themselves and various career pathways to help them begin to consider their Key Stage 4 options.
- Taken part in the schools Careers week, where they will have spoken to local employers and education providers about the different choices available to them.
- Had optional access to impartial information, advice and guidance from the Professional Careers Adviser.

By the time they get to the end of Year 9 they will have:

- Used their developing knowledge of themselves and various career pathways to help them choose Key Stage 4 options. Additional support from school includes Yr9 Options Morning, Key Stage 4 subject assemblies and an individual meeting with a member of staff.

- Continued with their career exploration and self-development by taking part in careers sessions delivered through PSHCE. Particular sessions will focus on developing transferable skills; choosing a career; recognising what is important to them in a career, rights and responsibilities at work and labour market information.
- Used the Morrisby.com platform to make informed choices about subject options at Key Stage 4 and how these match their individual strengths.
- Taken part in Personal Development days where they have built upon their relationships with our business links and explored career pathways.
- Taken part in the schools Careers week, where they will have spoken to local employers and education providers about the different choices available to them.
- Had optional access to impartial information, advice and guidance from the Professional Careers Adviser.

By the time they get to the end of Year 10 they will have:

- Taken part in the schools Careers week, where they will have attended careers talks from visiting speakers on a variety of topics which may include apprenticeships, higher level and degree apprenticeships, colleges and Training Providers.
- Gained first-hand experience of the world of work by undertaking a week of work experience, in a working environment, arranged through family or friends, this will help them learn about employability skills and the job market.
- Taken part in Personal Development days where they have built upon their relationships with our business links and explored career pathways.
- Used the National Careers Service website and startprofile.com to research jobs, skills, entry requirements, training and pay for a variety of jobs.
- Used the Morrisby.com portal to help them to organise their careers progression and create personalised Action Plans.
- Had access to impartial information, advice and guidance from the school's Professional Careers Adviser.
- Received a written Action Plan as a result of their careers interview, outlining their future plans and action points needed to achieve these.
- All Pupils with additional needs will be interviewed by the Professional Careers Adviser.

By the time they get to the end of Year 11 they will have:

- Taken part in the schools Careers week, where they will have attended careers talks from visiting speakers on a variety of topics which may include apprenticeships, higher level and degree apprenticeships, colleges and Training Providers.
- Used the National Careers Service website and startprofile.com to research jobs, skills, entry requirements, training and pay for a variety of jobs.
- Produced a CV and cover letter that focuses on their skills and qualities.
- Had instruction on how to apply for 6th form, college and apprenticeships using UCAS Progress.
- Been made aware of all the Post-16 Choices available to them, through presentations in assembly; coaching sessions and Personal Development days.
- Informed about the different levels of apprenticeships including the benefits of Apprenticeships.
- Had an individual careers guidance interview with the school's Professional Careers Adviser, as part of their entitlement to receive impartial information, advice and guidance.
- Used the 'What-If' tool on the Morrisby.com portal to explore opportunities which allows them to change qualification levels to see what new careers and subjects become available.

- Received a written Action Plan as a result of their careers interview, outlining their future plans and action points needed to achieve these.
- Made their application for Post-16 courses through www.ucasprogress.com following preparation sessions in school to guide them through the process.

By the time they leave the Sixth Form they will have:

- Had the opportunity to undertake a minimum of one week's work experience in a company of their choice. They will be responsible for arranging the placement, with support from family, friends and the school.
- Used the Morrisby.com portal to profile themselves and provide matches to specific Higher-level subjects based on their strengths and preferences. They take psychometric assessment of their career interests, work preferences, employment priorities and study interests to match them to careers, subjects and courses so that they can make the right choices.
- Attended sessions on higher education, gap years, student finance and interview techniques.
- Visited Colleges, Apprenticeship Providers and Universities.
- Taken part in the schools Careers week, where they will have attended careers talks from visiting speakers on a variety of topics which may include apprenticeships, higher level and degree apprenticeships, colleges and Training Providers.
- They will have updated their CV with their new qualifications and skills.
- Had additional optional access to impartial information, advice and guidance from the school Professional Careers Adviser, in order to help them make their decisions about Post-18 options.
- Been guided through the UCAS application process and made an application through Apprenticeship Portal and UCAS, if they intend to go to university.
- Had the opportunity to request a mock interview for employment or university admission.
- In the event they decide to drop out of their studies they have the right to an Interview with the Careers Professional, to discuss all their options for further study, apprenticeships or employment.

Nurture Pathway: Careers Education and Preparing for Adulthood

At Serenity School, we recognise the unique needs and abilities of our Pupils in the Nurture Pathway. These Pupils often have severe learning difficulties, complex needs, and may be non-verbal. Our approach to careers education and preparing them for adulthood is highly personalised, ensuring that each student is equipped with the skills and confidence needed to lead fulfilling lives. Key components include:

- **Personalised Learning Plans:** Each student in the Nurture Pathway has a bespoke learning plan tailored to their specific needs, strengths, and interests. Learning plans focus on developing functional skills, communication abilities, and emotional wellbeing.
- **Therapeutic Integration:** Therapies such as Speech and Language Therapy, Occupational Therapy, and Sensory Integration are embedded within the daily curriculum. Therapists work closely with educators to create seamless learning experiences that support both academic and personal development.
- **Communication Support:** For non-verbal Pupils, we use alternative and augmentative communication (AAC) methods, including picture exchange communication systems (PECS), sign language, and communication devices. Our goal is to ensure every student can express themselves, make choices, and communicate effectively in their environment.
- **Functional Skills Development:** The curriculum prioritises the development of functional skills that are crucial for everyday living. Activities are designed to teach practical skills such as basic hygiene, cooking, and personal care, which are essential for independence.

Preparing for Adulthood

Preparing our students for adulthood is a core focus of our educational approach at Serenity School. We aim to equip our students with the necessary skills, confidence, and resilience to lead fulfilling and independent lives. Here are the key components of our 'Preparing for Adulthood' programme:

- **Life Skills Training:** Pupils learn essential daily living skills through practical, hands-on activities. This includes tasks such as preparing simple meals, doing laundry, and managing personal hygiene. Lessons on personal safety, health, and wellbeing are integral to the curriculum, ensuring Pupils understand how to take care of themselves and stay safe.
- **Social and Emotional Development:** We provide structured opportunities for Pupils to engage in social interactions, helping them build relationships and develop social skills. Therapeutic support helps Pupils manage their emotions, develop coping strategies, and build emotional resilience.
- **Vocational and Work-Related Learning:** We offer supported tailored work experience placements that match each student's interests and abilities. These placements are designed to provide a safe and structured environment where Pupils can develop employability skills. Vocational activities are adapted to each student's level, providing experiences in areas such as horticulture, craft-making, and simple office tasks.
- **Community Engagement:** Pupils participate in community-based projects and volunteer work, fostering a sense of responsibility and connection to the wider community. Collaborations with local businesses and organisations provide real-world learning experiences, enhancing Pupils' understanding of the world around them.
- **Supported Transitions:** Each student has a detailed transition plan developed in collaboration with their family, teachers, and external agencies. This plan outlines steps to achieve their post-school goals, whether in further education, supported employment, or community living. We work closely with families to support transitions, ensuring that both Pupils and their families are prepared for the next stage of their journey.
- **Celebrating Achievements:** Achievements in functional skills, independence, and personal development are regularly celebrated through certificates, awards, and school events. Progress is measured using the Equals' MAPP (Mapping and Assessing Personal Progress) framework, which helps track individual milestones and goals.
- **Communication and Self-Advocacy:** We empower non-verbal Pupils to communicate their needs, choices, and preferences using AAC methods. Self-advocacy skills are nurtured, helping Pupils gain confidence in expressing themselves and making decisions.
- **Leadership and Independence:** Pupils are given opportunities to take on small leadership roles within the school, such as helping with classroom tasks or participating in group activities. These experiences build self-confidence and promote a sense of independence. Pupils following the Nurture Pathway at Serenity School receive specialised support tailored to their unique needs, focusing on developing functional skills and independence. Here's how we support these Pupils:

Success Stories

Our Pupils have successfully transitioned to various post-16 destinations, including universities, further education colleges, vocational training, and employment. We are proud of their achievements and continue to support them as they embark on their future journeys.

Contact Us

For more information about our careers programme and how we support our Pupils in preparing for adulthood, please contact our careers team directly.