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# Governor For Schools

29<sup>th</sup> March 2022

Penny Heys Lancashire  
Enterprise Coordinator and  
SEND lead



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# Career overview & Rational

## My role:

- Enterprise Coordinator in East Lancashire supporting 16 schools and colleges in careers (6 years)
- Career Governor in the Lancashire Career Hub school
- Lead on SEND and Alternative provision for Lancashire
- Extensive careers experience
- Previously 15 years in FE college

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# Shuttleworth College- Lancashire

- **Mainstream** mixed 11–16 foundation secondary school located in Padiham, Lancashire
- **Motto:** 'Think Big, Chase Dreams & Succeed Together.' Regardless of academic ability, they expect huge things of their young people and set them up to be the best they can be in their future lives.
- <https://www.shuttleworthcollege.org/welcome/send/>
- Vulnerable pupils- SEND/ AP/ risk of NEET

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# OFSTED inspection areas

- Behaviour and attitudes
- Personal development
- Leadership and management
- Quality of education (half the judgement and increased weighting)

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# Intent/ implementation/ Impact

- **Intent**: intent is the framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage
- **implementation** is the way in which the curriculum is taught at subject and classroom level
- **Impact** is about how you know what you do is making a difference. Can you show the impact of what you do by your observations and assessments for each child and by being able to describe to inspectors how well you know your children; their likes, challenges and areas where they show less interest.

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inspectors engaged with four specific groups:

- senior leaders (intent )
- subject leads/teachers (implementation)
- pupils (implementation and impact)
- governors (**intent and impact**)

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# SEND in context

- Pupils with SEND have a range of different needs and starting points.
- Some pupils have severe, complex or profound needs that have a significant impact on their cognitive development
- Other pupils have starting points at least as high as other pupils of their age, for instance some pupils with sensory impairments.

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# SEND in context

- All parts of the Education inspection framework apply to state-funded, non-maintained special schools and mainstream schools' provision for pupils with SEND .
- However, as with all provision, SEND provision has some specific factors that should be taken into account.

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- In the next section I have picked out some key questions from the inspection framework and added example questions Governors may want to ask

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# Key considerations

- Are leaders ambitious for all pupils with SEND

Q- How is the careers curriculum differentiated and what is the intent/ how is it delivered and why? Does the intent raise aspirations for all pupils and do they have the ability and opportunity at different touch points to achieve?

- How well do leaders identify, assess, and meet the needs of pupils with SEND

Q- How and when is individual pupil need identified? How does this differ from the mainstream careers offer? Who is involved internally and externally ?

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# Key considerations

- How well do leaders develop and adapt the curriculum so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future

Q- Is there a separate strategy for SEN pupils? How is it monitored, assessed and reviewed /reported ? Is there a clear link between years and key stages to build on previously learnt social development skills?

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# Key considerations

- How successfully do leaders involve parents, carers and, other professionals or specialist services in deciding how best to support pupils with SEND ?

Q- How is pupil, teacher and parental feedback gathered? How is this used to plan your SEND strategy ? Is there additional support available for SEND parents to communicate your careers offer ? What are the touch points for communication opportunities and how is this reported?

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# Key considerations

- How well do leaders include pupils with SEND in all aspects of school life ?

Q- What curriculum and external curriculum opportunities are available? If limited how could these be differentiated to make them inclusive? How does this offer link with the community, the area and pupil socio-economic needs to support progression onto realistic opportunities?

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# Key considerations

- How well are pupils with SEND prepared for their next steps in education, employment and training, and their adult lives, including: further/higher education and employment, independent living, participating and being as healthy as possible in adult life (see the [SEND code of practice](#))

Q- Are pupils offered a wide variety of transition opportunities that are bespoke and relative to their needs? I.e., Traineeships/ supported internships/ project search/ volunteering / college?

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# How does this work in practice? Shuttleworth College

- Pupils can access as much career's curriculum as mainstream pupils the programme is differentiated to be bespoke to pupil needs and ability. The transitions pathways are appropriate for level and needs of pupils in a pupil centred approach
- The support is identified at L6 careers guidance interviews when the career leader discusses and feedback with pupils, teachers, parents, L6 IAG practitioner
- All EHCP pupils access careers support and guidance from Y7 (recommended from Y8) creating a positive relationships and realistic expectations
- Shuttleworth has an inclusion Hub- pupils dip in and out and transition back into mainstream- all pupils access IAG termly / 2021/22 accessed half termly to provide additional support through COVID

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# How does this work in practice? Shuttleworth College

- During COVID additional support was put in place and focused on positivity for future transitions/ support for mental health and decision making for their future
- All careers activity is differentiated with a focus on pre, post and wrap around support (Your Future Your Choice work experience example)
- There is an enhanced collaborative working approach internally with family support workers, attendance officers, heads of year, ,Hub , SENCO and Inclusion manager. The Family support workers are now supporting transition into next steps and keep in touch
- There is a specific targeted vulnerable pupil careers plan including workplace visits, ,social and cultural capital differentiation and transitions pathways.

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# How does this work in practice? Shuttleworth College

- The early identification and intervention of at risk of NEET pupils is a key priority and whole school
- The school asks themselves- Have we done as much as we can to for all pupils to develop them socially, emotionally, morally, and culturally to ensure they have the best possible chance in life?
- Data reporting is planned and includes general attendance, achievement reporting to SLT and Governors with an additional reporting stand for the most vulnerable pupils to track and monitor impact.
- There is a comprehensive CPD programme for all staff involved including inset days and formal and informal training.

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# Any Questions ?

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# Final considerations for Governors

- Is there a robust careers strategy that uses a pupil-centred approach to education in which the staff at every level understand the strengths and needs of each pupil and make tailored adaptations to the whole curriculum.
- Is this promoted and delivered to ensure an inclusive careers curriculum, enabling all pupils to participate in the varied aspects of mainstream school life alongside their peers.

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# Useful links & further information CEC/ Autism Society / Dyslexia.

- <https://resources.careersandenterprise.co.uk/resources/experiences-workplace-bm6-step-step-guide-employers>
- <https://resources.careersandenterprise.co.uk/for/employers-and-volunteers>
- <https://resources.careersandenterprise.co.uk/resources/experiences-workplace-bm6-step-step-guide-employers>
- <https://resources.careersandenterprise.co.uk/resources/employer-engagement-careers-education-insights-202021>
- <https://www.stem.org.uk/resources/elibrary/resource/491066/employer%E2%80%99s-guide-supporting-stem-careers-education-england>
- <https://resources.careersandenterprise.co.uk/resources/linking-careers-curriculum-guide-engaging-students-and-supporting-progress-embedding>
- <https://resources.careersandenterprise.co.uk/resources/ambitious-about-autism-toolkits>
- <https://resources.careersandenterprise.co.uk/resources/dma-talent-dyslexia-employers-guide>
- <https://resources.careersandenterprise.co.uk/resources/dma-talent-autism-employers-guide>
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# CEC Governor and SEND resources

- <https://www.careersandenterprise.co.uk/schools/school-governors/>
- <https://www.careersandenterprise.co.uk/schools/send/>
- <https://www.gov.uk/government/publications/supporting-send/supporting-send>

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# Pendle Community High School and College

Examples of Careers Education

# Pendle Community High School

- Is a generic secondary special school for children and young people aged between 11 and 19 years old who have a wide range of complex special educational needs and disabilities, drawn from a diverse catchment area across East Lancashire – Pendle.
- Our students have a wide range of SEND including, Moderate Learning difficulties (MLD) Severe Learning Difficulties (SLD) to Complex Learning Difficulties (CLD) including Profound and Multiple Learning Difficulties (PMLD).
- In addition to their learning difficulties, many students have associated needs resulting from autism, and some have sensory needs (including visual impairments, hearing impairments and multi-sensory impairments) and additional physical/medical needs. We are co-located on a PFI campus with a mainstream secondary school.



- 159 on roll
- Differentiated curriculum offer according to learner need  
i.e. a sensory curriculum for PMLD (experiential) learners, a subject based curriculum, National Curriculum for MLD (independent) learners
- Accreditation in KS4 and 5  
including Entry Level qualifications 1,2, 3. Level 1, Catering KS 5, GCSE maths, Functional skills



# 4 pillars of our vision and our curriculum intent

- being safe
- having positive health and wellbeing
- gaining independence
- improving communication including social interaction



# School strategic priorities

- Ensure all learners are gaining knowledge and skills for future learning and their next steps/ employment, including functional use of literacy and numeracy
- Extend parental engagement and community participation (including with employers and local services)
- To improve outcome measures for all students including ability to use literacy and numeracy skills in a wide range of contexts and are ready for future pathways – end points/ destinations



# The session

- Three key aspects of student activities and highlight how you as Governors can support your students' development and progression in an SEN setting.

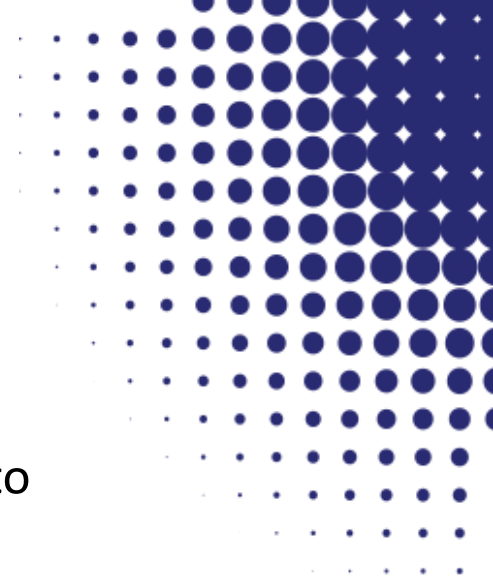


# Journey of a young person

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# Background / Intent

- Andrew expressed in year 9 that he wanted to be a mechanic, however, he didn't want to get his hands dirty and had no firm ideas about what his long term goals were.
- He had a range of social and emotional needs arising from challenging family circumstances, (family including mother had a genetic, life limiting condition, Huntington's that Andrew also could have, he went to live with grandma at age 8 due to DA at home and his mother's deteriorating health.)



# Students at PCHS and C participate in the programme throughout key stage 4 and 5

## Elements of the programme

- **Key stage 4** Entry level 3 certificate. He completed the Making Informed Career choices unit.

## Key stage 4 and Key stage 5

- Fire Cadets Programme
- Duke of Edinburgh
- Mini Enterprise
- Design Technology
- Art
- Gardening / horticulture

# Key stage 5

- **Employability modules** - solving everyday problems, preparation for work, running an enterprise, community action
- **Work related learning** - Simulated work in our Campus Catering kitchen
- **Digital Advantage** - pop up digital agency working with students to create an App.
- **Work experience** - supported by staff:- Boothman Park, The Good Life Project, St John's Church community lunch, Townley Park, Engie Pendle Vale Campus, Lancashire Catering group school kitchen, Pendle Vale Campus



# Key stage 5

- Independent Work experience placements - The Ace Centre, Pendleside Hospice, Mollie Mae Florist
- Work Place encounters - Network Rail, ASDA, The Old Factory Shop, Morrison's
- Independent travel training - Independent Travel training programme in conjunction with LCC
- College Links Programme - Nelson and Colne College





# Why these elements are important / expected Impact

- Preparation for work
- Enterprise
- Simulated work environments
- Supported work experience
- Independent work experience placements
- Duke of Edinburgh
- Work place visits
- Independent Travel Training
- College links / inclusion project with local FE



# Strategic priorities / quality of curriculum / personal development & behaviour and attitudes

- Ensure all learners are gaining knowledge and skills for future learning and their next steps/employment
- This will increase their life chances, opportunities and improving students independence

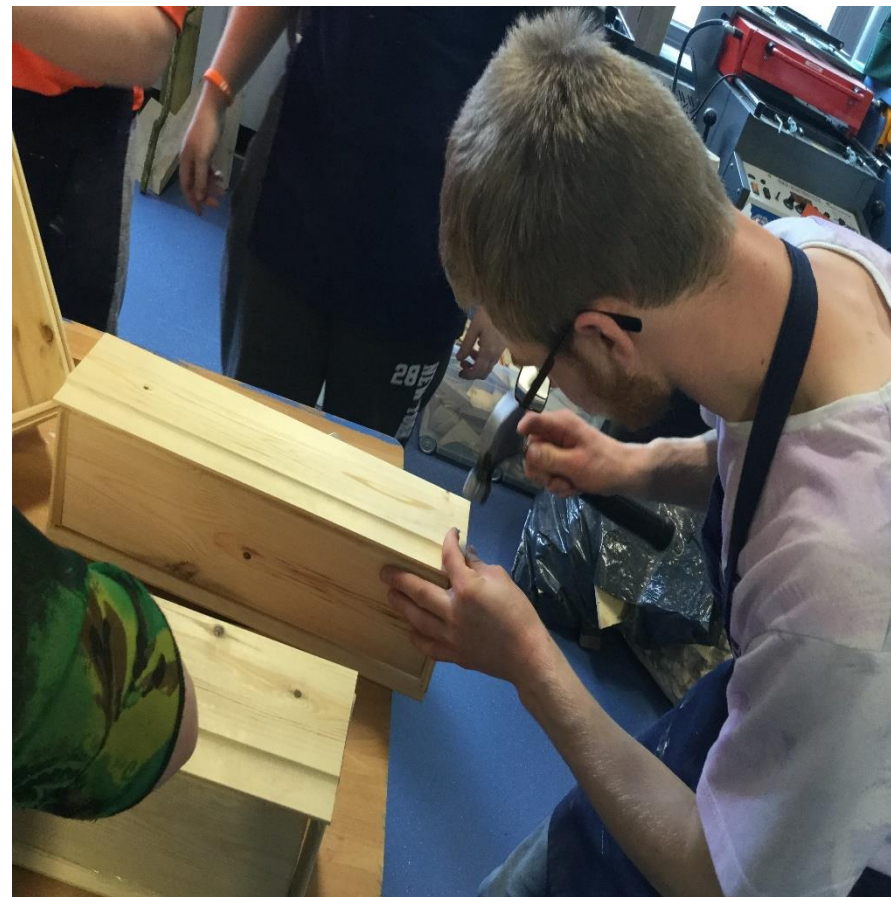


# Impact of the programme on this young person

- Andrew developed an awareness of the skills and qualities required for a range of job roles. He developed interest, confidence and the motivation to enter the world of work as a realistic aspiration. He developed a “can do attitude” and a real sense of purpose and identity.
- Andrew was actively encouraged to apply for a course post 19 where he could further develop his employability skills. He applied for and was successful in gaining a place on the Project Search Programme, a Supported Internship.









# What this means for effective careers provision

- Andrew is a very important example of how effective careers provision tailored to the needs of a young person (who has special educational needs, had an EHCP and attended a special school and college) can raise a young person's aspirations and create the "can do" attitude despite personal challenges and educational needs. He is a great example (as are many of our students are) that young people with special educational needs are capable of work despite academically achieving far below peers of the same age.
- We need more employers to recognise the skills and qualities these young people have and see beyond their SEND and lack of qualifications at GCSE.

# What should Governors be looking for and asking about ?

- What is the school doing to enable every young person find their best next step?
- Gaining insight into the careers / vocational education programme and how it is embedded into curriculum and the **culture** of the school
- Facilitating contacts with local community – employers and voluntary sector
- Linking school improvement priorities to careers strategy
- Supporting the careers lead and links with the Careers and Enterprise Company CEC





# Project

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Community Shop and Café

# Project - Community Shop and café / Intent

- To provide a real-life environment for students to gain valuable life and personal skills to prepare them for the world of work or volunteering opportunities
- A great deal of rehearsal and preparation and more rehearsal and preparation was required
- Students were an integral part of the project development in terms of the planning, marketing and branding.



# Implementation & Impact

- Students were able to demonstrate a better understanding and demonstration of the skills needed for work, particularly through the reflection sessions and trying different ideas
- This project has further enhanced and embedded skills additional to an external work placement or visit.
- The project has ensured literacy, numeracy and ICT skills are maximised throughout.
- The project is accessible to all learners and is sustainable

# Constraints and lessons learnt

- Covid 19 ☹️
- The need for rehearsal and practicing of skills for the students initially was given insufficient consideration, however, this has been a valuable learning tool to inform current practice
- Gain feedback – students, staff, collaborators



# Where now and where next

- Using local community centre – Covid suspended our Fare Share link, scaled down to hosting parent events and table top sale for getting some funds for our Christmas Fair Dec 2021
- Finalising plans for filming the promotional video
- Just signed up to lease some more premises to extend our vision for the community shop and café
- Researching local community for what they want from the space
- A whole new avenue as we can use the space to develop other skills for students: painting and decorating, caretaking... the list is endless

# What should Governors be looking for and asking about ?

- What is the school doing to provide real life experiences for students , how is this identified and what happens in practice?
- How is this monitored, reviewed, improved upon?
- How is this reported to SLT / Governors?
- How are students' personal careers experience demonstrated against all 4 OFSTED inspection outcomes?
- How does the school / college make use of their Enterprise Coordinator and Adviser?

# Involving Employers

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The slice is right – November 2019



# Involving Employers / Intent

- Why ?
- To increase employer support for visits, volunteering/ work experience
- To take away the fear of supporting a student with additional needs



# What we did/ implementation

- With the support of our Enterprise Coordinator and adviser we invited local employers to come into college to meet the students and make pizzas alongside them.



# The Slice is Right – what students & employers said went well / impact

- Making & Eating pizza
- Talking to people
- Working as a team and working together
- Talking about and showing our skills
- All employers were very impressed with the students' friendliness, confidence and determination to have a successful future.
- Additionally, employers we were asked to write down pledges as a result of the visit which included increasing our work experience offer and being more inclusive when recruiting.



# The Slice is Right – what students said we would do next time / sustainability

- Show different skills
- Different employers
- More time to get to know the people
- More time to ask questions

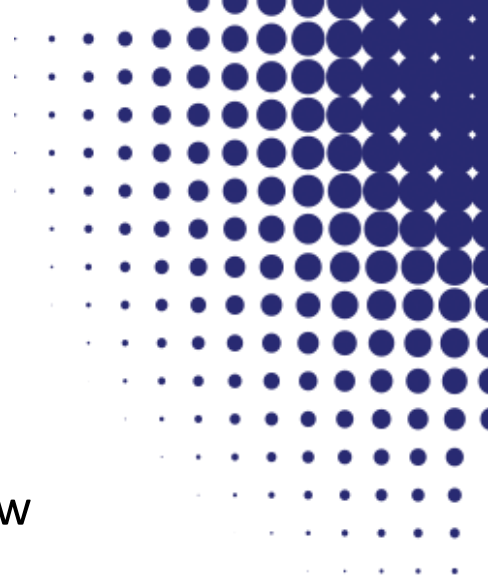


# The Slice is Right – what students said

**Abi** - “ I’ve really enjoyed meeting new people”; “ I can stop worrying now about my low GCSE grades” “the most important thing is the sort of person you are, for example, my interest in sport shows I’m good at teamwork”

**Susan** - “making pizza is all about team work”

**John** - “I’ve seen loads of employers I can work for, I’m happy about this”



# Employers said

**Local Hospice** - “today has made me realise there are more opportunities we can offer”

**Cleaning Services** - “confident, friendly young people”; “we can offer more like work experience leading to employment”

**Rep from local DWP** - “the DWP will look at more opportunities for work experience”; “these students have great skills”











# What should Governors be looking for and asking about ?

- What is the school doing to link with employers and how is this embedded within every subject in a cross school/ college approach?
- How does this directly benefit students transition opportunities?
- What benefits do employers gain from the partnership and what more can be done to develop opportunities and provide positive experiences for students?
- How are suitable employers/ community opportunities identified?
- What is the impact/ feedback from students / teachers/ parents?
- How is this communicated and celebrated internally and externally?