



Hidelow Grange School

Preparation for Employment

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CareTech's children's education services provide a safe and stimulating learning environment in which young people are always offered a fresh start, and empowered to achieve and fulfil their unique potential

Description and Ethos of Hidelow Grange School

Hidelow Grange is an Independent School operating within the Branas Isaf Company, a subsidiary of CareTech Community Services Ltd., who are the proprietors.

Hidelow Grange is an independent school providing specialist education to boys aged 11 to 18 years with social, emotional and mental health (SEMH) needs, and who are Looked After Children. The school specifically caters for boys who present with a range of complex interpersonal, emotional and behavioural issues.

For a more detailed description of what the school offers see “Statement of Independence” and School Prospectus.

OUR PUPILS

All young people at Hidelow Grange School have a history of harmful behaviours, including harmful sexualised behaviours and social, emotional and mental health needs often accompanied by a range of additional learning needs.

Most of the pupils have had interrupted histories in education and care. There are a wide variety of attainments on admission. All have fragile self-esteem and demonstrate difficulties with authority and a lack of trust in adults. Many have experienced loss and trauma, leading to attachment difficulties. As a result, many experience difficulties in forming and maintaining appropriate, positive relationships with others and have a limited ability to work cooperatively.

Pupils are:

- aged 11 to 18;
- boys only;
- placed within the residential setting of Branas Isaf;
- residents from placing authorities throughout the United Kingdom;
- all present a range of harmful behaviours;
- most are in receipt of an EHC plan.

THE VISION

Our school aspires to become a centre of excellence renowned for making outstanding educational provision for the very special pupils we teach.

This vision drives everything we do and will be achieved through...

- A rich, deep and personalised education designed to meet the needs of each pupil;
- A pupil centred, skills focused curriculum that is relevant to the 21st century and inclusive of all;

- Encouraging all members of the school community to strive beyond expectations and develop a lifelong love of learning;
- Offering a broad range of learning experiences within a curriculum that values academic attainment as well as social, moral, spiritual and cultural aspects of education;
- Providing personalised careers education and guidance, with aspirational next steps planning, preparing pupils for their future;
- Recognising that time is precious: working quickly to turn around pupils' attitudes towards education so they enjoy their time at school and make the most of the opportunities on offer;
- Working collaboratively with our professional partners to support the needs of each individual pupil.

Pupils will:

1. Be challenged to engage in learning and achieve meaningful qualifications that will enable them to take their next steps in education, employment or training;
2. Develop into healthy, resilient and confident individuals who are ready to lead fulfilling lives as valued members of society;
3. Create, nurture and maintain healthy positive relationships with others;
4. Experience success, whatever form it takes;
5. Become enterprising, creative contributors ready to play a full part in life and work;
6. Celebrate diversity and develop into ethical, informed young people who are ready to be citizens of the world.

OUR MISSION

Our mission statement is:

We provide a safe and inclusive learning environment that nurtures mutual respect and encourages reflection so that our pupils develop the knowledge skills and confidence to enable them to achieve their potential in all aspects of their lives.

OUR VALUES AND INTENT

Our values

- **Aspiration** : We encourage each other to be the best we can be
- **Curiosity**: We never stop learning and wondering about the world
- **Independence**: We think for ourselves and determine our own future
- **Innovation**: We look for new and creative solutions to problems
- **Reflection**: We learn from our experiences
- **Tolerance**: We value difference and respect other people's opinions
- **Trust**: We believe in the honesty and reliability of others

Our Curriculum Intent

For our staff: Everyone at Hidelow supports and challenges pupils to invest in education as a priority for a successful placement

For all learners:

- To undergo an initial 6-week assessment so we fully understand their needs for effective learning;
- To achieve at least 95% attendance in school;
- To engage in creative learning experiences appropriate to their needs, supported by an accurate individual learning plan;
- To achieve nationally recognised academic awards in core subjects;
- To achieve accreditation in a wide range of subject areas;
- To become independent learners;
- To learn how to keep themselves safe, and build positive relationships with those around them;
- To take part in decisions that shape their lives, the school and the community in which they live;
- To demonstrate the behaviours needed to stretch themselves and cope with the challenges of learning;
- To attend and participate in regular therapy sessions;
- To learn strategies to manage their feelings and know where to go for help when things are difficult;
- To have the opportunity to participate in work experience and work related learning opportunities;
- To develop the Literacy skills they need for adult life;
- To learn the skills to apply mathematical concepts;
- To learn the skills to use digital technologies creatively and safely in preparation for the world in which they will live;
- To lead healthy, active lifestyles;
- To develop as social, moral, spiritual and culturally aware individuals who are ready to make a positive contribution to society as adults.

2 Framework for Preparation for Employment

Rationale

Effective and well-planned provision for *Preparation for Employment* is critical if young people are to be best placed to take their next steps when they leave our school. It can raise aspirations, broaden horizons and be a key to open doors to them in the future. We recognise that due to a number of factors in their lives, our students are at a high risk of being 'Not in Education, Employment or Training' (NEET) in the future. Therefore our school aligns its provision against the eight Gatsby Benchmarks of good practice and we aim to provide all our students with:

1. A stable careers programme embedded within the curriculum
2. Opportunities to learn from career and labour market information
3. A programme that is tailored to meet the needs of each pupil
4. Curriculum links to careers: putting our curriculum into context

5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal careers guidance delivered when it is needed

A stable careers programme embedded in the curriculum

The World of Work and Careers Education are embedded in our PSHCE programme which is taught on a spiral structure revisiting themes in Key Stages 3 and 4. This programme covers areas such as: the range of skills and attributes that employers value; different careers pathways; how to research career options and routes to a chosen career; how to apply for a job; how to produce a CV and practising effective interview techniques. *See the PSHCE Overview and Programme of Study for further details.*

We also develop employability skills through formal and informal opportunities in the curriculum and beyond to help our students develop their skills for employability. We do this through:

- Our Enrichment programme
- School Council and Pupil Voice activities
- Targeted support and interventions to develop social, emotional and behavioural skills
- IEP and PEP targets
- Activities in the local community on and off-site
- Highlighting links to employability within curriculum areas e.g. the importance of Maths for a student wanting to become a pilot; the importance of learning presentation skills in English and when these might be useful in the world of work

Personal careers guidance

After a student has completed their initial 6 week assessment period at Hidelow Grange School, the teachers plan a learning pathway for them using the Flightpath to College Tracker. This sets out target qualifications and grades for each student and enables us to track their progress towards these throughout their time with us. This helps teachers and the student see what the right post-16 provision may be for them and informs their careers advice and guidance.

Every student discusses their aspirations for the future and possible career path as part of their termly Personal Education Plan (PEP) meetings. These are carried out by the Headteacher who then ensures any follow-up work is done to support the student towards their goals. This may involve: spending time with the student on a one to one basis to research entry requirements and routes to qualification; the Care Team supporting with relevant extra-curricular activities; considering curriculum changes to enable the student to gain the qualifications they need.

Encounters with employers, training providers and employees

Every student in Key Stage 4 is given the opportunity to have a work experience placement in Year 10 and in Year 11. When possible, these will be arranged to fit their particular interests and aspirations. We support students to research local opportunities for work experience; we make contact with the

provider; we carry out pre-visits and risk assessments; and provide support whilst they are in the placement. Potential placements will be discussed with the multi-disciplinary team as part of the risk management process. *Please see Health and Safety Policy for further details.*

The school also arranges opportunities for individual students to speak to employers and employees working in their chosen field. This may happen at Careers Fairs or through specific opportunities such as a Careers Chat by video link.

We give students the opportunity to research post-16 training providers, apprenticeships and further education opportunities. The School and Care Teams support them through the application and interview process for their chosen providers; and help them make a successful transition once they leave us.

Staff training

The Careers Lead will complete CPD relevant to the role.

Monitoring

This framework will be monitored by evaluating its impact against the Gatsby Benchmarks. In the longer term, the school endeavours to maintain records of destination data for School Leavers for two years after they leave in Year 11. Due to the transient nature of our students' lives once they leave the care of Hidelow House, this can be difficult to obtain. When possible this information is used to improve our practice as a school.

Review

This framework will be reviewed on an annual basis by the Head Teacher and Head of Education Services. It is due for review in **March 2023**.

Roles & Responsibilities

Teaching Staff	Qualifications
Sam Goodchild Headteacher; DSL; LAC; Teacher: PE	BSc (Hons) in Sports Studies; PGCE: Secondary Education
Charlotte James DDSL; SENCO; Exams Officer; Teacher: Maths, ICT, Art	BA (Hons) in Primary Education specialising in SEND
Mark Maddock 0.6 FTE Teacher: Science, DT	B.SC. (Hons): Applied Zoology (with Agriculture); PGCE in Biology and Science (Distinction in Teaching Practice) Post-Graduate Certificate of SEN
Victoria Cooper Teacher: English; Enrichment	BA (Hons) English Literature and minor Religious Studies; Dip (HE) Diploma in Community, Youth and Play Work; PGCE Secondary English
Juliet Smith Teacher: PSHE; Humanities; Art; Enrichment	BA (Hons) in Humanities with History; PGCE Secondary Geography

References

This framework should be read in conjunction with the policies and documents listed below:

- PSHCE curriculum map and planning
- Health and Safety Policy
- Teaching and Learning Policy
- SEND Policy
- Enabling Enterprise Skills Builder Framework