



***Reynalds Cross Vision:***

*Reynalds Cross is a safe, supportive and fun environment  
that nurtures individuality and enables  
every child to flourish to be the best they can be.*

# Future Planning (Careers) Policy

**Date adopted:**

November 2025

**Next Review date:**

November 2026



# 1. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

At Reynolds Cross, future planning includes all the activities that support pupils to move to the next stage of their lives, whether this is just a move to the next Key Stage or preparing to leave school. In most schools it is known as 'careers education and guidance' but, as many of our pupils will not go on to have a traditional 'career', it has been given a new, more meaningful name...future planning. This encompasses exploration into areas such as careers, education, training, positive alternatives to work and supportive living.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Prepare pupils for transitions both throughout school and post school by providing opportunities to learn about the concept of 'now and next' and daily routines.
- Prepare pupils to make informed choices and have their voice heard when deciding on next destinations through learning about making choices and expressing preferences.
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them through offering first-hand experience, immersive days and the teaching of employability skills.
- In the 14-19 Stage provide relevant and appropriate opportunities to explore the different possibilities for each pupil's future (including exploration of possible future destinations for Key Stage 4 pupils and preparation/transition to future destinations for Key Stage 5 pupils).
- Provide experience and, where appropriate, an understanding of the working world.
- Promote a culture of high aspirations and equality of opportunity.

# 2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (\*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find on our school website.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

# 3. Roles and responsibilities

## **3.1 Careers Leader**

Our careers leader is Jacqui Lucas (Assistant Headteacher), and she can be contacted by phoning or emailing our school office. Our careers leader is a member of the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's future planning programme
- Manage the budget for the future planning programme.

- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to make sure they know which pupils are in care or are care leavers and understand their additional support needs.
- Review our school's provider access policy statement at least annually, in agreement with our governing board

### **3.2 School Development Team 'Curriculum implementation and Personal Development'**

Our School Development leader and the supporting group of staff will:

- Plan, organise and manage future planning activities
- Support teachers to build future planning activities into subjects during 'my future' lessons and across the whole curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our careers adviser, to identify the guidance needs of all of our pupils and put in place personalised support/transition plans

### **3.3 Transition Family Support Worker**

The Transition Family Support Worker will:

- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our careers adviser, to identify the guidance needs of all of our pupils and put in place personalised support/transition plans
- Collect destinations data
- Organise the workload of our independent careers adviser under the direction of the careers leader.

### **3.4 Future Planning Assistant**

The future planning assistant will:

- Organise experiences, tasters and link visits as per this policy.
- Organise travel training and any related activities such as applying for bus passes.
- Support with the organisation of 'my future' activity days.
- Source new link to outside agencies (e.g. employers, supported living providers etc).

### **3.5 Senior Leadership Team (SLT)**

Our SLT will:

- Support the future planning programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

### **3.6 The Governing Board**

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships as appropriate
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'provider access legislation', including that the school has published a provider access policy statement

## 4. Our future planning programme

Our school has an embedded future planning programme that aims to inform and encourage pupils to consider their post school options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular path, and promotes a full range of technical, academic and other suitable options for pupils. It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered mainly through first-hand experience including visits, visitors, immersive days, taster sessions, link courses etc.

### **4.1 Future Planning Progression**

Please see the appendix for details of how we meet the Gatsby Benchmarks from EYFS through to Key Stage 5. This includes information about the all the future planning related activities we offer.

Through EYFS to Key Stage 3 we offer a variety of different experiences for pupils focusing on the movement between Key Stages. Once they arrive in the 14-19 Stage the focus is on:

- Key Stage 4 - "Offering a wealth of appropriate experiences so pupils can make informed choices about their own futures"
- Key Stage 5 - "Offering relevant, specialist experiences and transition tailored to meeting the individual needs of pupils"


With decisions on whether visits are appropriate/relevant for individual pupils being made with:

1. an understanding of the pupil's skills, abilities and difficulties
2. knowledge of realistic possible post school destinations.

For some students, who have more complex needs and will not be going onto employment we provided positive alternative to work (PAW) activities. The aim of PAW activities are to prepare pupils for life after school through encouraging wellbeing and continued development of skills. This is achieved through exploration of the daily activities they are likely to be involved in once they leave school including using community facilities such as shops and parks, experiencing a range of hobbies, participating in exercise/sporting activities and visiting day centres.

### **4.2 'my future' curriculum**

Reynolds Cross has its own subject headings and split into core subjects (which allow pupils to learn everyday skills) and explore subjects (which allow pupils to explore the wider world). Careers is taught through one of the explore subjects called 'my future' the definition of which is as follows:

Subject and definition	
EXPLORE SUBJECT	

'My future' aims to develop the skills pupils need for managing transitions and making decisions both during and post school (National Curriculum coverage = Careers).

Teaching 'my future' begins in EYFS and continues throughout school with each Key Stage building on the previous knowledge and skills pupils have gained. The focus and aim for each Key Stage is as follows:

Key Stage	Focus	Aim
EYFS	Now and next	Pupils will be encouraged to cooperate with routines, respond to changes and begin to understand the concept of now and next.
Key Stage 1	Daily routines	Pupils will show awareness of familiar routines and events through use of timetables, now and next etc. They begin to understand the concept of 'future' (time) and can make choices about future events.
Key Stage 2 Lower	Expressing preferences and making choices	Pupils will express preferences and making decisions both when involved in everyday activities and when considering their future at school and beyond.
Key Stage 2 Upper	The world of work	Pupils will explore different professions through activities such as role play, 'people who help us' activities, doing school based work experience and work tasters. Pupils will also develop early employability skills
Key Stage 3	Employability skills	Pupils will be able to develop their employability skills which will include following instructions to complete tasks, finding out how to stay safe within the workplace and exploring how to present themselves for work.
Key Stage 4	Exploring possible future destinations	Pupils will explore and express opinions on a range of possible post school destinations including colleges, day centres, leisure opportunities etc.
Key Stage 5	Preparing for future destinations	Pupils will consolidate the skills they have been taught throughout school to help them prepare for post school destinations through extended visits, taster sessions, work experience etc.
All Key Stages	Transition planning	Pupils will complete ' Transition Passports'.

### 4.3 Providing personalised transition passports

Pupils begin recording their thoughts and ideas about their futures in EYFS in the form of transition passports. This document then follow pupils through school and is regularly updated as the pupil has new experiences.

Information in the transition passport will help anyone that needs to know more about the young person. It includes both information from people who know the pupil well and the pupils themselves (pupil voice) via the most suitable method for them (e.g. own words, photographs).

The document is split into two sections:

#### Section one 'My life now'





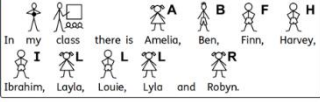



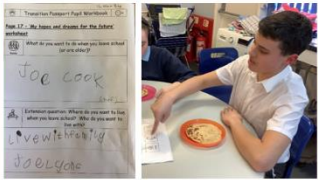
- Focuses on friends, family, things the pupils likes to do etc.
- Pupils in year 7 and below just complete this section.

#### Section two 'My life in the future'

- Focuses on hopes and dreams for the future, things to support with transition etc.
- Pupils in year 8 and above complete the whole document.

Where possible pupils are encouraged to attend their Education, Health and Care Plan review to present at least part of their transition passport. This ensures that their voice is heard and also allows pupils to get used to presenting this information. The aim of this is that, in their later years at school, our students will be able to advise others what they hope their own futures will be like.

An example excerpt from a transition passport can be seen below:

 <p>My friends</p>	 <p>My hopes and dreams for the future</p>
 <p>People who know me say.....</p>	 <p>I think.....</p>
<p>Rupa loves to touch and interact with her teachers and is becoming more engaged with her peers.</p> <p>Rupa shows concern for her peers if they are unwell or upset and will need reassuring that they are ok if she is overly concerned.</p>	<p>In my class there is</p>  <p>Amelia, Ben, Finn, Harvey, Ibrahim, Layla, Louie, Lyta and Robyn.</p>  <p>Adult chose these photos as they show Rupa sharing enjoyment in activities with her peers.</p>
 <p>People who know me say.....</p>	 <p>I think.....</p>
<p>Joe is participating in a My Future Unit about education and work to explore options for after Reynolds Cross.</p> <p>When asked, Joe said he would like to "cook". He also chose the cooking group in Enrichment. He enjoyed both baking and cooking at the hob.</p>	 <p>The photograph shows Joe's response when he was asked what he would like to do when he leaves school. He copy wrote his answers from the word symbol sheet. Joe chose a picture of him choosing a topping for his flatbread from a choice of two.</p>

#### 4.4 Access to our careers programme information

A summary of our school's careers programme is published on our school website. Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting our Careers Lead, Jacqui Lucas, via the school office.

#### 4.5 Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Tracking destinations, retention and qualifications data and, where possible, comparing these to the data for the borough.
- Monitoring transition passports and recording the number of pupils who go to a destination of their choice.
- Measuring the impact of the wider curriculum on pupils.
- Evaluations from employers and other providers.
- Feedback from pupils, parents and staff.

### 5. Links to other policies

This policy links to the following policies:

- Provider access policy statement
- Curriculum policy

### 6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the Governing Body and will be reviewed annually.

## Future Planning Offer

*Future planning aim : Learners are prepared for the next stage in their lives and continue to be interested in learning new things (Reynalds Cross curriculum intent aim 6)*

Key Stage	Early Years	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Key Stage 5	
Aim for each Key Stage and responsibility	Preparing pupils for their move to Key Stage 1	Preparing pupils for their move to Key Stage 2	Preparing pupils for their move to Key Stage 3	Preparing pupils for their move to the 14-19 Stage.	Offering a wealth of <b>appropriate*</b> experiences so pupils can make informed choices about their own futures	Offering <b>relevant*</b> specialist experiences and transition tailored to meeting the individual needs of pupils	
<b>Benchmark 1</b> A stable careers programme (CaL)	Embedded programme of careers education and guidance. Careers information published on website in different formats so everyone can access and understand it. Careers programme regularly evaluated (e.g. through curriculum feedback, destinations data and qualifications data).						
<b>Benchmark 2</b> Learning from career and labour market information (CDG) <small>This section outlines the support given to prepare students for their move through school and possible future destinations</small>	Pupils cued in to move in an appropriate way (e.g. photo board with ages/Key Stages). Transition sessions provided for pupils and staff during the summer term where appropriate. Staff share information about pupils before any moves take place (including Transition Passports). Curriculum designed to support transition - each year all pupils will focus on settling into new routines in the Spring term and transition in the Summer term. Parents informed of class moves and expectations/information about new classes.				Working with other agencies to gather information about the career and labour market appropriate (e.g. independent careers advisor).		
<b>Benchmark 3</b> Addressing the needs of each pupil (CDG)	Transition Passports produced by pupils (with staff support) shared with parents/Local Authority via annual review meetings. These are updated regularly, presented by pupils where relevant and includes a log of experiences for the older pupils. Complete pages 1-8 only of the Transition Passport focusing on 'my life now'. Transition Passports used to inform activities during 'my future' themed activities/days e.g. 'world of work' day.				Complete the entire Transition Passport including 'my life in the future' section. Transition Passports used to inform college link course choices, work experience options, enrichment activities etc.		
<b>Benchmark 4</b> Link curriculum learning to employers (CuL) <small>This section outlines the curriculum focus for each Key Stage.</small>	<u>School readiness</u> EYFS focuses on Early Learning Goals to ensure children's 'school readiness'.	<u>Daily routines</u> Pupils will show awareness of familiar routines and events through use of timetables, now and next etc. They begin to understand the concept of 'future' (time) and can make choices about future events.	<u>Expressing preferences and making choices (Years 3 and 4)</u> Pupils will express preferences and making decisions both when involved in everyday activities and when considering their future at school and beyond.	<u>Employability</u> Pupils will be able to develop their employability skills which will include following instructions to complete tasks, finding out how to stay safe within the workplace and exploring how to present themselves for work.	<u>Qualifications</u> Pupils will work towards a range of employability or positive alternative to work themed qualifications dependent on their ability.		
			<u>The world of work (Years 5 and 6)</u> Pupils will explore different professions through activities such as role play, 'people who help us' activities, doing school based work experience and work tasters. Pupils will also develop early employability skills.				
<b>Benchmark 5</b> Encounters with employers and employees (CDG)	Encounters with teaching and nursing staff within EYFS.	"People who help me in school" encounter (Autumn term, every other year).	"People who work in my school" encounter (Key Stage 2 Lower/Summer term, every other year).	"Positive alternatives to work" encounter Spring term, every third year).	Appropriate employer and employee visits to school in preparation for the experiences they have in KS5.	Relevant employer and employee visits to school in preparation for leaving school.	
		"People who help me in the community" encounter (Autumn term, every other year).	"Volunteering" encounter (Key Stage 2 Upper/Summer term, every other year).	"World of work" encounter Spring term, every third year).	Appropriate past student visits to help inform future decisions about destinations.	Relevant past student visits to support pupil's moves to next destinations.	
<b>Benchmark 6</b> Experiences of Work Places (CDG)	Educational visits to include visits to work places (e.g. pointing out job roles when visiting shops).				A range of appropriate work tasters/positive alternative to work tasters.	Regular relevant work experience/positive alternative to work experiences linked to possible post school placements.	
<b>Benchmark 7</b> Encounters with further and higher education (CDG)				Parents and pupils invited to attend appropriate events where they can meet with future placement providers including in-house events (e.g. transition events, Skills Show Live). Information about open days shared with parents regularly.	"World of education" encounter Spring term, every third year).	Pupils/parents informed that they can leave school and go to an alternative provider at the end of year 11 and can leave education at the end of year 13. A range of college/day provision tasters provided as appropriate.	Link college course or regular day provision visits relevant to possible post school placements.
<b>Benchmark 8</b> Personal guidance (FS)	Support given in annual reviews meetings. Access to family support.			Access to Transition Family Support Worker, advocacy support and independent careers adviser. Careers Adviser in Year 9 Annual Review. Careers interview with pupil and parents (where applicable) to create a career action plan.	Careers Adviser in Year 12 Annual Review. Careers interview with pupil and parents (where applicable) to create a career action plan.	Tailored transition support to post school destinations.	

\* Decisions on whether visits are appropriate/relevant for individual pupils should be made with: 1) an understanding of the pupil's skills, abilities and difficulties 2) knowledge of realistic possible post school destinations.

Responsibilities: **CaL**=Careers lead **CuL**=Curriculum lead **CDG**=Curriculum development group (including future planning assistant to support with organisation) **FS**=Family support (including future planning assistant to support with organisation)

