



**Royal School
for the Deaf Derby**

Careers Strategy and Transition Planning



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Careers

Royal School for the Deaf Derby (RSDD) is committed to providing a planned Careers Education and Guidance (CEG) programme for all pupils in Years 7-14 in partnership with the Derby City Careers Service and Careers Services In young people's home areas. CEG is central to RSDD's overall aim of raising achievement for all pupils. A young person's career is their pathway through learning and work. All young people, regardless of their race, gender or academic abilities need a planned programme of activities to help them make decisions and plan their careers, both in school and after they leave.

The careers provision at RSDD is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997. This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

- be impartial
- include information on a range of pathways, including university options or apprenticeships
- be adapted to the needs to the student

In addition, RSDD is compliant with the careers guidance that the government set out for delivery from 5 January 2018: '[Careers strategy: making the most of everyone's skills and talents](#)'

This states that all academies must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships.

RSDD aims to help pupils develop a positive self-image, increase self-confidence and raise personal aspirations. RSDD strives to provide appropriate guidance, up to date information and a range of opportunities to support pupils' development at key points throughout their education.

The CEG programme aims to prepare pupils for the ever changing opportunities, responsibilities and experiences of adult life and equips them with the skills to manage the choices, changes and transitions ahead of them.

RSDD maps all provision and guidance against the [Good Career Guidance using the Gatsby Benchmarks](#) which identify eight benchmarks that are the core dimensions of good careers and enterprise provision in schools:

1. A stable careers programme
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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Management of CEG

Careers Education and Guidance is managed by Catherine Jones Catherine.jones@rsdd.org.uk (Level Three NVQ Certificate in Advice and Guidance) and the Headteacher. There is close liaison with Derby City Careers Service where we have independent careers advice for pupils.

There is also close working and project work with Derbyshire Education and Business Partnership. All staff have, or are working towards, minimum Level Two British Sign Language (BSL) qualification. Children and young people can access a range of communication support needs in addition to staff, including deaf adults, relay interpreting, and interpreters.

Curriculum

- Opportunities for CEG are in Citizenship as part of a PSHE programme.
- There are clear opportunities for careers days – these include mock interviews, enterprise and work days and visits to local businesses.
- Year 11 have a full week work experience.
- Post 16 have work experience throughout their courses.
- All work is backed up by tutors.
- Resources are altered to meet the needs of pupils with complex special needs and differentiated materials and resources are prepared.
- Links are made directly to the [National Careers website](#).
- Options available at each transition phase are clearly explained in a young person's preferred language.
- Options evenings take place for year 9 pupils in school and a range of training providers attend.

- Deaf role models and inspiring individuals visit the school from the careers to which aspire to. These often include past students.
- A mentoring programme with local businesses who have links with, employ, are employers or have a strong deaf awareness is being established.
- All pupils aged 16 to 19, whether doing academic or vocational studies or a mix of both, follow a study programme tailored to their prior attainment by age 16 and future education and career aspirations. A core principle of study programmes is that they support and encourage progression to the next level of education or employment.
- Progression routes are clear.
- Supported visits to colleges, universities and workplaces help the young people to make informed decisions, helping them to progress successfully at key transition points. Access to course information, open days and careers fairs informs the decision-making process.
- Support is given to complete application forms including UCAS, employment and college / apprenticeships.

Rapid change can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive or demonstrate inappropriate behaviour. Both extremes can inhibit learning. Our transition programme aims to:

- Promote the smooth transition to each new setting
- Prevent and alleviate stress
- Promote the continuity of teaching and learning
- Address issues of planning and assessment as well as whole class organisation and teaching styles
- Prepare the young person for the next stage of their education and beyond as far as possible

Preparation for Adulthood Outcomes

Good Health

- Working with National Deaf CAMHS for identified students
- Range of therapies can be accessed including art therapy
- British Deaf Association Mentor
- On site paediatric nurse

Independent Living

- Various Asdan courses, including the Bronze award, CoPE, AoPE and short courses are delivered and/or supported in order to focus students learning of skills for independent study and independent living
- Working home kitchen in Post 16 – including access to washing, ironing and cooking
- SMILE Project – communication support targets and monitoring for independence
- ASPIRE Data

Community Participation

- RSDD is 125 years old – range of community activities including linking with older community members
- Hate Crime and Knife Crime projects with Derbyshire Police and British Deaf Association
- Fundraising for others including MacMillan, Children in Need and Operation Christmas Child
- Duke of Edinburgh's Award
- Votes for Schools – whole school involved – school, local area and national voting, results are fed back weekly to students
- Plans for the next academic year for students to be able to volunteer overseas supporting deaf schools and their students
- Plans for two students to take part in Lessons from Auschwitz project
- Linking with and exchange trips with school for the Deaf in Germany
- Sports competitions and festivals

Employability and volunteering

- Work experience placements – regular weekly placements and one off placements linked to courses
- Employability Day linking with local businesses who employ deaf people or are deaf employers – (I did You Can)
- Local Enterprise Funding allowed a range of employability opportunities including 1:1 travel training and careers / college interview support
- Links with University of Derby and Sheffield for aspirational work and experiences into HE

- Duke of Edinburgh's Award group – Volunteering section – high level of regular participation aspirational work and experiences
Visiting speakers, e.g. SignVideo demonstrating how deaf people can communicate independently in the workplace, use of Access to Work Scheme
- Plans for the next academic year for students to be able to volunteer overseas supporting deaf schools and their students

Other e.g. Finance and Budgets

- Students in Post 16 all budget their lunches by having a set amount each week towards lunch payments. This can be spent in the school lunch system, at college or off site
- Students in Post 16 keep records of bus tickets and claim money back that has been spent on travel
- Support for benefit applications
- Support for applying for concessionary schemes
- Asdan courses include learning how to budget

Residence

- Prospective residential pupils spend a night in residence on assessment
- Parents/carers are invited to see all aspects of residential life
- Children and young people are encouraged to personalise their rooms
- Contact can be made with home at any point between the young person and parent/carer
- Staff contact parents/carers at least weekly
- Residential pupils have a 'settling in' meeting within 4 weeks of their placement

Transition

Transition describes the movement that takes place from one familiar setting (including the home) to another. Care and attention is given to each stage for an individual, groups or cohorts of children to, through and beyond RSDD.

We want our children to experience a smooth educational and emotional transition throughout their learning to ensure that all children continue to make the very best progress.

Staff, children, parents, governors, and other agencies are actively involved in the process and their perceptions about transition are explored and valued.

Measures are taken to ensure all children are given the opportunity to experience a similar ease of transition.

Transition from Home to Early Years Foundation Stage (EYFS)

- Parents and carers are encouraged to spend time in Early Years with their child
- Parents and carers invited to 'Toddler group'
- 'Tea and Tissues' sessions are run for new nursery starters to reassure anxious parents/carers
- Parents/carers and children can receive a home visit
- Children receive a preschool visit and assessment (observation/information sharing)



Transition from the Early Years Foundation stage to Key Stage 1

- Attending assemblies together as a whole Primary Department
- Joint playtimes with Key Stage 1 children and staff, with shared equipment/activities
- Children encouraged to visit Year 1 to share good work
- Special books to be taken up to Year 1. Special books sent home after being shared with the teacher/class

- Year 1 teacher to spend time in the summer term with Reception class- reading story, child initiated play etc.
- Year 1 classroom to reflect a similarity to the Reception classroom as it exhibits areas of learning available to the children e.g. role-play, art and creativity, ICT, listening, reading/and writing areas
- Meet the teacher Parents/Carers' Evening
- Transition workshop for Parents/Carers in the Summer term
- In the autumn term, the provision closely reflects summer term practice in EYFS.

Transition from Key Stage 2 to Key Stage 3

- Good cross-phase links including a range of curriculum and transition activities
- Key Stage 2 and Key Stage 3 Leads liaise to discuss academic abilities, special educational needs, inclusion issues, social groupings, talents, medical and pastoral needs of the pupils involved in transition
- Pupils make visits to the secondary school for an induction programme, familiarisation sessions and participation in a range of cross phase activities
- Buddy system in place

Transition from Key Stage 4 to Post 16

- Careers lead supports from Year 9 to Post 16 re progression planning for courses or employment.
- Parents/carers and student open evening s at Post 16 Base and at local colleges.
- Post 16 staff involved in the college interviews.
- Students have a day/half days in Post 16
- Some students study/are supported in Post 16 before they leave Year 11.



Transition to leave

- Leavers have earlier EHCP reviews to ensure plans are made early
- Senior TSC and Post 16 Lead liaise with LA, Careers Service, next placement
- Students visit possible placements i.e. college, university, the work place
- One member of staff dedicated to support UCAS application
- Students normally have a taster session if they are moving to a new college
- Some students start their next placement for 1 day a week, supported by us, before they leave
- Audiology Leaver's Pack
- Take a CV/certificate book when leave
- All students have an exit interview

Transition in subsequent years throughout Primary, Secondary and Post 16:

Throughout the child's time at Royal School for the Deaf Derby, a smooth transition from class to class will be encouraged by

- Whole school assemblies as well as a whole school sharing good work assembly
- Children encouraged to share good work with the teacher of 'next class'
- Teachers meet in the summer term to discuss individual children
- All children to visit new classes and work alongside new teachers during an agreed slot in the summer term
- Annual tracking of children's progress. Data informs next teacher of the targets for the following year

- Throughout the year, there are shared assemblies, buddy reading systems, PE coaching and project based opportunities where children throughout the school mix together to enable them to get to know other teachers and staff and each other
- Teachers meet to discuss individual children's progress, as they move from class to class
- Targets in reading, writing and numeracy could be continued over from July to September
- Special writing books move with the children to provide evidence of previous years' progress and targets
- Buddy system for new children

In year admissions

- Parents and children new to the school visit the school to meet staff
- Parents receive an information pack
- Previous setting contacted for all pupils
- Children with Complex Special Educational Needs (CSEN) liaise with the CSENCo and previous setting for information
- Records from previous setting made available to class teacher and CSENCo.
- A letter is sent to the previous school requesting any safeguarding or child protection information
- The first term of any placement is considered to be part of an extended assessment. A review will take place towards the end of that term to determine if the placement is still appropriate to meet the child's needs
- A settling in review will take place within a month of a child or young person joining residence
- A review will take place towards the end of the first term to determine if the placement and fee band is still appropriate to meet the child's needs



To ensure a smooth transition RSDD offers the following programme

Year	Programme
Home to EYFS	<ul style="list-style-type: none"> ✓ Toddler group ✓ Booklets and information ✓ Support groups.
EYFS to KS1	<ul style="list-style-type: none"> ✓ Joint assemblies and other activities ✓ KS1 teacher spends time in EYFS ✓ Parent / carer information evenings ✓ Practice reflection from EYFS ✓ EHCP Annual Review
Primary to Secondary	<ul style="list-style-type: none"> ✓ KS2 and KS3 Leads regular meetings ✓ Buddy system ✓ School Council ✓ Induction programme and transition days for pupils moving to the Secondary Department ✓ EHCP Annual Review
Y7 and Y8	<ul style="list-style-type: none"> ✓ Induction programme ✓ Curriculum Information Booklet sent home and on school web site ✓ Careers and Health education including safe use of social networking sites ✓ Buddy system ✓ School and Residence Councils ✓ EHCP Annual Review ✓ Widening Access University of Derby ✓ Dancop
Y9	<ul style="list-style-type: none"> ✓ Careers interviews with independent Personal Advisor ✓ Careers and health education including safe use of social networking sites ✓ Begin Curriculum Vitae (CV) ✓ Work based learning and enterprise modules ✓ Options booklets to parents/carers and pupils ✓ Options Information sessions for parents/carers ✓ Practical options sessions and tasters for pupils ✓ School and Residence Councils ✓ EHCP Annual Review ✓ Careers Lead ✓ Widening Access University of Derby ✓ Dancop
Y10	<ul style="list-style-type: none"> ✓ KS4 options begin ✓ Careers interviews with independent Personal Advisor ✓ Update Curriculum Vitae (CV) ✓ Careers and Health lessons continue including safe use of social networking sites ✓ Duke of Edinburgh's Award offered ✓ Preparation for employment including interview techniques, searching for jobs or courses, preparing application forms, the use of interpreters/communicators, etc ✓ Work based learning sessions including visits to employers ✓ Leadership Award ✓ Parents/Carers to take their child to visit local Post 16 provision during the year ✓ School and Residence Councils ✓ Transition plans reviewed and updated ✓ EHCP Annual Review ✓ Careers Lead ✓ Employability days ✓ Widening Access University of Derby ✓ Dancop

Year	Programme	Timeline
11	<ul style="list-style-type: none"> ✓ Induction programme for new pupils where appropriate ✓ Transition plans reviewed and continued, sent to parents/carers and discussed at Annual Review- all agencies invited ✓ Careers interviews with independent Personal Advisor ✓ Update Curriculum Vitae (CV) ✓ Careers lesson continue within Citizenship including safe use of social networking sites ✓ Duke of Edinburgh's Award continues ✓ Skills Festival ✓ Open days and evenings at local colleges ✓ Taster days for courses ✓ Post 16 Information Evening ✓ Work experience ✓ Parents/Carers to take their child to visit local Post 16 provision before annual review ✓ College applications and interviews ✓ Buddy system led by Year 11 ✓ School and Residence Councils ✓ Transition to Post 16 education – including use of TSC / CSW, independent travel where appropriate ✓ Enterprise ✓ EHCP Annual Review ✓ Careers Lead ✓ Employability days ✓ Widening Access University of Derby ✓ Dancop 	<p>October Open Evening in Post 16</p> <p>October/November Individual Careers interviews</p> <p>October/February Open Days at Colleges/Providers</p> <p>November/December Annual Reviews and requests for funding</p> <p>December/January Applications to Colleges/Providers</p> <p>February/April Interviews for Post 16, Colleges/ Providers</p> <p>Summer term LA decision on funding</p> <p>August Exam results</p> <p>August/September Enrolment and induction</p>
Post 16	<ul style="list-style-type: none"> ✓ Induction programme for new students ✓ Individual induction to college courses and Post 16 ✓ Programme of Study include work experience ✓ Target setting ✓ Careers drop in sessions and interviews with independent Personal Advisor ✓ Update Curriculum Vitae (CV) ✓ Duke of Edinburgh's Award continues ✓ Skills for Life as part of Wider Key Skills e.g. budgeting, independent living, driving theory support, travel, safe use of social networking sites ✓ Health education e.g. awareness of drugs, alcohol, sex and relationships ✓ Working with other external agencies, e.g. Social Care, OT ✓ Parents to take their young person to Open Days and Open Evenings at local colleges, universities, where appropriate ✓ Taster days for new courses ✓ School and Residence Councils ✓ Preparation for leaving RSDD on an individual basis including researching employment, further education at a local college and UCAS application support ✓ Leavers pack ✓ EHCP Annual Review ✓ Careers Lead ✓ Employability days ✓ Widening Access University of Derby ✓ Dancop 	<p>August/September Enrolment and induction</p> <p>October Final timetables and Programmes of Study agreed</p> <p>October/November Individual Careers interviews</p> <p>October/February Open Days at Colleges/Providers</p> <p>January/February Annual Reviews and requests for funding</p> <p>January/March Applications to and interviews with Colleges/Providers for course progression</p> <p>Summer term LA decision on funding</p> <p>August Exam results</p> <p>August/September Enrolment and induction</p>