



QUALITY IN CAREERS WEBSITE ©

### CEIAG Case Study:

**The Dales School, Morton on Swale, North Yorkshire**

#### **The School**

The Dales School is an outstanding co-educational special school for pupils and students aged 2-19. There are currently 29 students in the 3-16 provision, all of whom have severe or profound and multiple learning disabilities. The post-16 provision (Sixth Form) also welcomes students from local enhanced mainstream schools and schools for learners with moderate learning difficulties.

In light of this, the breadth of learning needs and learning outcomes varies more greatly in the Sixth Form and the school regularly reviews the provision to ensure that they are responding with appropriate stretch and challenge, and aspirational outcomes for all of their students. There are currently 23 students accessing this Sixth Form provision.

When last inspected by Ofsted, in November 2013, the students in Sixth Form were described as being *“prepared exceptionally well for their future lives”*.

#### **Responsibility for CEIAG provision**

With the Headteacher holding overall responsibility for the quality of CEIAG provision, the school’s CEIAG offer is interwoven into a curriculum that offers this breadth of experiential learning in the contexts of life-skills, employability and independence.

The lead teacher for Sixth Form is responsible for ensuring that the CEIAG offer co-ordinates into the curriculum, with work-related learning opportunities embedded appropriately into the three-year rolling programme. With direct support from the Sixth Form teaching staff, with one teacher holding specific responsibility for the development of CEIAG and enterprise across the programme, capacity to respond to national and local developments and to sustain the high quality of CEIAG provision is robust.

The Governing Body is both strategically and operationally supportive of the CEIAG provision in school, with expertise in this field which serves to be of great benefit to the school and to offer real and meaningful collaboration with teaching staff.

The shared ethos, both of governors and school staff, is one of absolute commitment to ensuring that CEIAG provision is an embedded, phased, and co-ordinated aspect of the holistic provision that drives the school forward.

## How is CEIAG delivered?

The Person-Centred Review model (see [www.helensandersonassociates.co.uk](http://www.helensandersonassociates.co.uk) for further information) is embedded as a whole school approach to all aspects of school life.

All student **programmes of CEIAG are personalised** to meet their individual and unique needs and aspirations, as a result of an action plan devised at their Annual Review.

The School has been critically involved in the national and regional developments in recent years as the Statementing Process transferred into the Education, Health and Care Plan process, having participated in the DfE “Pathfinder Programme” to support the roll out of the new SEND legislation in September 2014.

The holistic nature of the new EHCP document is upheld by a multi-agency commitment to the review process. The School prides itself on these key multi-agency collaborations in ensuring that full collaboration secures the very best outcomes for all students.

The School has a comprehensive Careers Library, with resources in a range of accessible formats. An annual “**Passport to the Future**” Event is hosted by the school, which welcomes a vast range of regional providers from right across the county, and sometimes further afield. Such is the impact of this event, the model has been replicated in other areas of the local authority, recognised as a model of best practice that enables young people and their families to feel informed and empowered in their ‘next step’ choices within the context of further education, training, and community and residential provision.

The Sixth Form curriculum is underpinned by an ASDAN accredited framework, enabling all students to create a portfolio of evidence to secure an appropriately challenging and aspirational accreditation in Personal and Social Development, Functional Skills and other awards such as the Duke of Edinburgh scheme. The curriculum remains under ongoing review to ensure that it offers best quality for all students.

The school has a contract with the local authority, North Yorkshire County Council, to provide access for all students from year 9 upwards to a specialist careers adviser who works proactively with the school, students and their families to ensure that her support is highly personalised and facilitates very specific needs and aspirations.

## Work-Related Learning Opportunities

Local employers collaborate well with the School to ensure that work-related learning opportunities offer sustainable development of skills and confidence for all students. A number of large national retailers demonstrate an ongoing willingness to respond to the needs of the School and to support School projects in addition to the more conventional work-related learning model.

The School also supports local schools by hosting work-related learning placements for students who may struggle to succeed without a continued degree of support. Such is the success of the most recent placement that the school agreed to host a bespoke extended placement for a student in her year 11 provision, accessing one day per week work experience at the school in conjunction with her school-based studies.

The school benefits from a strong collaboration with the Children's Resource Centre, which provides short break provision for a number of children and young people locally. The Centre welcomes the sixth form students to undertake a range of life-skills lessons in their real-life setting: such as cleaning the home, maintaining the sensory garden, and making the bed.

## Enterprise

Enterprise is a key aspect of the School's plans for academic year 2017 – 2018 and beyond, with the existing weekly "Scone Shop", and community based pop-up Scone Shop enterprise, being developed via a grant from ASDAN, with scope for further enterprise opportunities currently being implemented.

These include an on-site shop, and an online version which it is hoped will include collaboration with a school in Devon. Enterprise opportunities are planned into the curriculum across all phases of school from EYFS-6<sup>th</sup> form.

As a result of the quality of its CEIAG programme, the school believes that:

- All students are well prepared for further education and training opportunities after school.
- All students are aware of appropriate employment opportunities and career pathways, and community and residential provision to best meet their needs and aspirations.
- All aspects of their support needs in their future after school are supported via a smooth transition process.
- Parents and students are well informed about all potential opportunities throughout the entire transitions process from school into adult life.
- Students are well prepared to play a valued role within their community because of their time at The Dales School.

## Quality Assurance

Everyone associated with the strategic leadership of the school (Governors and the School Leadership & Management Team) is committed to ensuring that CEIAG is of the best provision possible; hence the school's CEIAG work gained the then-named Investor in Careers CEIAG Quality Award in 2014 – and has recently secured reaccreditation, [this time by the CSW Group Investor in Careers team as a Licensed Awarding Body for the single national Quality in Careers Standard.](#)

Contact Details:

Head teacher: Ann-Marie Ellis

[office@thedalesschool.org](mailto:office@thedalesschool.org)

[\(p\) January 2015 updated November 2017 Quality in Careers Consortium](#)