Linden Lodge School

Provider of specialist education since 1903

Title:	Careers Guidance & Provider Access Policy Statement		
Type:	Policy		
Review Cycle Frequency:	Annually		
Lead Staff:	Careers Lead		
Support:	Co-Headteacher, Careers Teacher		
VERSION CONTROL:			
Version No	New document or reasons for revision	Agreed by	Date
1	New Policy	SLT	Sept 2026
2			
LINKED INTERNAL DOCUMENTS:			
• Safeguarding/child protection policy • Curriculum policy • Complaints policy • Equality and Diversity Policy • SEND policy			
LINKED EXTERNAL DOCUMENTS:			
• Education Act 1997, including duties relating to careers guidance for students in relevant year groups. • Skills and Post-16 Education Act 2022, including strengthened provider access arrangements (Provider Access Legislation). • Department for Education statutory guidance, Careers guidance and access for education and training providers • Equality Act 2010, including the duty to make reasonable adjustments and avoid discrimination.			

- Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years, including preparation for adulthood.
- Keeping Children Safe in Education, current edition, and the school's safeguarding and visitor procedures.
- Data Protection Act 2018 and UK GDPR, in relation to handling and sharing personal information.

Equalities Statement:

We have carefully considered and analysed the impact of these policies on equality and the possible implications for people with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Requests for Paper Copies:

If you require this policy in a different format e.g., print or braille please contact Co-Heads@lindenlodge.org.uk

Wellbeing statement of commitment

We are committed to providing a healthy working environment and improving the quality of working lives for all staff and students. The wellbeing strategy aims to support our mission, core values and freedom of thought and expression, freedom from discrimination and the recognition that our community is our greatest asset. For further information on our school's commitment to wellbeing, please see the Mental Health and Wellbeing Policy and Strategy document, or visit our school website.

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1. Aims

Linden Lodge School is committed to providing a high-quality, bespoke inclusive and ambitious careers program that prepares every student for adult life. Careers education is understood broadly: through the vocational profile it develops students' knowledge of themselves, their interests and strengths; their understanding of work and working life; there is a real focus on self-advocacy which focuses on students' ability to make informed choices and communicate aspirations; as well as readiness to access further education, training, employment, volunteering, meaningful occupation and participation in the community as active citizens.

Our approach is rooted in our motto, "Enabling, Nurturing, Succeeding", and our vision that students with sensory impairment should flourish, engage, achieve and prepare for life as active citizens. We recognise that students may need individualised teaching, communication approaches, sensory access arrangements, technology and support to access careers learning and encounters and this is reflected in our offer.

Regardless of pathway, the student remains at the centre. Careers learning is planned through four curriculum pathways: Formal+, Semi-Formal+ and Pre-Formal+, Alba +

The aims of this policy are to:

- provide a coherent, progressive and personalised careers program from the earliest appropriate stage through Sixth Form integrating the CFVI (curriculum framework for children and young people with a vision impairment.)
- raise aspirations and challenge assumptions around sensory impairment and employment;
- self- advocacy - enable students to recognise and communicate their interests, strengths, preferences, support needs and future hopes;
- develop employability, independence, self-advocacy, communication, decision-making and preparation-for-adulthood skills;
- provide meaningful encounters with employers, workplaces, further education, training (including supported internships and apprenticeships) and the wider community;
- ensure careers information and activities are accessible through appropriate formats, communication systems, assistive technology and sensory adaptations;
- work in partnership with students, families, carers, staff, employers, education and training providers and specialist organisations;
- evaluate the impact of the careers program and use evidence and feedback to improve provision.

The program is informed by the Gatsby Benchmarks and the CDI Career Development Framework, applied in a way that is appropriate to our school's specialist context and each student's stage of development.

2. Statutory requirements

This policy is written with regard to the statutory duties and Department for Education guidance applicable to schools in England. Latest versions of relevant legislation and guidance are assessed at each policy review.

The school will provide independent careers guidance that is impartial, considers the full range of education and training options, promotes the best interests of the student and is differentiated to meet individual needs. Guidance will be presented in ways students can understand and access. Where additional support is needed, the school will work with the student, family or carers and relevant professionals, ensuring the student's views, self – advocacy and communication remain central.

Students have exposure to encounters with colleges, internship and apprenticeships in accordance with current statutory provider access requirements.

3. Student entitlement

All students in years 7 to 14 at Linden Lodge are entitled to:

- **Careers learning appropriate to their developmental level, communication and sensory access needs.** The entitlement is consistent across the school; content, teaching approach, outcomes and support are personalised.
- **Curriculum purpose;** to provide a coherent, accessible and bespoke careers entitlement that develops self-knowledge, self-advocacy, skills, aspirations, workplace experience and readiness for the next stage of education, training, employment and adult life.
- **Core principle;** provision is bespoke and adapted to individual needs, strengths, aspirations, communication profile, sensory access, prior learning and support requirements.

Access to providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. We are committed to encouraging all students to make decisions about their future based on impartial information.

Students in year 7,8 and 9

All students in these year groups are offered:

- 2 encounters with education and training providers
    - Encounters can take place any time during year 7, 8 and 9

Students in year 10 and 11

All students in these year groups are offered, as a minimum:

- 2 encounters with education and training providers
    - All students must attend
    - Encounters can take place any time during year 10 and year 11

Students in year 12, 13 and 14

All students in these year groups are offered, as a minimum:

- 2 encounters with education and training providers
    - Students can choose to attend
    - Encounters can take place any time during year 12, and between 1 September and 28 February during year 13 and 14

3.1 Meaningful encounters with providers

Our school is committed to providing meaning encounters for all students.

A meaningful encounter:

- Is where the student can explore what it is like to learn, develop and succeed in that environment
- Involves meeting both staff and learners/trainees
- Is linked to outcomes in vocational profile
- Has a clear purpose
- Is underpinned by learning outcomes that are appropriate to the needs of the student
- Involves a 2-way interaction between the student and the provider
- Includes information about the provider, such as their recruitment and selection processes, the qualifications that provider offers and the careers these could lead to
- Describes what learning or training with the provider is like
- Is followed by opportunities for the student to reflect on the insights, knowledge or skills gained through the encounter

4. Management of provider access requests

4.1 Procedure

A provider wishing to request access should contact Magdalena Karpik, Head of Post 16 and Careers

Telephone: 0208788 0107

Email: m.karpik@lindenlodge.org.uk

4.2 Information we ask from providers

As a school we ask each provider to provide the following information for our students:

- Information about your provision and the approved qualifications or apprenticeships you offer
- Information about what careers those qualifications and apprenticeships can lead to
- What learning or training with you is like

- Answers to any questions from students

4.3 Opportunities for access

There are a number of events, integrated into our careers programme, that offer providers an opportunity to come into school to speak to students and/or their parents/carers.

Please speak to our Careers Leader, Magdalena Karpik, to identify the most suitable opportunity for you.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 7 AND 8	Students will be vocationally profiled by Careers Teacher. This marks the start of the Careers Journey.	Students will be actively encouraged through a range of bespoke activities to investigate work places of interest.	Students will begin to engage in activities to develop transferable skills that go on to form basis of emerging CV Workshops enrichment talks, trips and visits
YEAR 9	✓ Development and review of CV ✓ Work Experience within school internally: Linden Lodge Café Project. ✓ Work Experience outside School: ✓ Externally: ✓ Voluntary/ Charity Projects Locally:	✓ Visits to work places ✓ Networking event with providers and employers	✓ Students will begin internal work experience in Summer Term. This will give students a chance to begin to apply work skills learnt in class. ✓ Workshops enrichment talks, trips and visits

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 10	✓ Development and review of cover letter Post-16 technical education options assembly with a general further education college ✓ Life skills – work experience preparation sessions ✓ Assembly and tutor group opportunities – employability skills	✓ Networking event with providers and employers ✓ Technical/vocational tasters at local college/s, training providers	✓ Workshops enrichment talks, trips and visits
YEAR 11	✓ Development and review of cover letter and engagement with application process Post-16 provider open evenings ✓ One to one sessions ✓ Transition review ✓ Life skills – work experience preparation sessions	Engagement with application process Post-16 provider open evenings	✓ Internal work experience ✓ Workshops enrichment talks, trips and visits

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 12	✓ Development and review of cover letter and engagement with application process Post-16 provider open evenings ✓ Supported Internships		✓ Internal Work experience Workshops enrichment talks, trips and visits
YEAR 13 AND 14	✓ Post-18 assembly – with higher and degree apprenticeship providers ✓ Workshops – HE and higher apprenticeship applications	✓ One to one Meetings with careers adviser ✓ Assembly and small group opportunities – employability skills ✓ Application process focus and interview practice reviewed.	✓ External work experience Workshops enrichment talks, trips and visits

4.4 Live online encounters

We will consider requests for live online encounters with providers, which may be broadcast into classrooms or the school assembly hall. We will need to carry out technology checks in advance to make sure systems are compatible with specialist equipment such as Braille Notetouch.

4.5 Granting and refusing provider access requests

Each access request will be considered on a case-by-case basis.

We will grant access requests where there is opportunity for a positive contribution to our careers programme.

4.6 Visitors

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors. You can find the policy on the school website.

Education and training providers will be expected to adhere to this policy.

4.7 Premises and facilities

We will provide an appropriate room or assembly hall with the necessary equipment; providers require to carry out their visit effectively – details will be agreed with the provider.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with our Careers Teacher

Providers will be met and supervised by a member of staff who will facilitate their visit.

5. Working with parents and carers

We aim to involve parents and carers at all points in the journey and in our careers programme and welcome your attendance at encounters with providers in school, particularly at events such as careers fair which takes place annually.

If you would like to speak to the school about encounters with providers, please contact Magdalena Karpik at mkarpik@lindenlodge.org.uk

We also welcome feedback from parents and carers to help improve our offer of encounters with providers.

We collect regular feedback from our parents not only during transition meetings but also using surveys and questionnaires which give us metrics to work from and feed into school action plan.

6. Previous providers

In previous years we have invited the following providers from the local area to speak to our students:

Food Zheroes
Mission Kitchen
Rinova
Chocolate Films
BBC
Overbury London
TFL
Met Police

Current Employer and Specialist Partner Network

Partner / opportunity	Potential contribution
Leonardo Hotel	• Hospitality, customer service, workplace routines, employer encounters and placements.
Blind in Business	• Employment confidence, self-advocacy, workplace skills and role models.
Thomas Pocklington Trust	• Vision impairment employment pathways, workplace access and transition expertise.

Deafblind UK	• Deafblind employment awareness, communication, advocacy and specialist pathways.
St Mike's Café	• Hospitality, customer interaction, food service and functional workplace skills.
Mission Kitchen	• Food, hospitality, teamwork and practical vocational learning.
Future Chef	• Food-related skills, aspirations, practical experience and progression.
ITV News	• Media, communication, production and accessible workplace awareness.
Polka Theatre	• Hospitality, Theatre, Arts
ZAP Vision	• Technology, accessibility, assistive technology and innovation.

We also work with colleges from all over the UK and these providers attend our annual careers and transition fair which takes place in May.

7. Student destinations

Leavers Destinations Summer 2026

Number of Students	Destinations
1	Rutherford College
1	Nash College
1	Alexandra Centre
1	Merton College
2	Dorton College
6	Great Oaks

8. Complaints

Any complaints related to provider access can be raised following the school complaints procedure.