



# Careers Policy and Provider Access Policy

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Tree of Life Educational and Therapeutic Ltd  
(SEMH Alternative Provision with Therapy-Led Practice)  
Review date: 17/9/2025

## 1. Policy Context

This policy has been written in line with the Department for Education (DfE) statutory guidance:

“Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff” (October 2018).

Tree of Life is committed to providing a high-quality Careers Education, Information, Advice and Guidance (CEIAG) programme that is impartial, person-centred, and tailored to the needs of learners with Social, Emotional, and Mental Health (SEMH) needs.

Therapies are at the forefront of our practice, ensuring that careers education supports not just future pathways but also emotional resilience, confidence, and readiness for adult life.

## 2. Rationale

Work-related learning and careers education make a vital contribution to preparing learners for adulthood, employment, and further education or training. For SEMH learners, careers education must:

- Recognise and build on individual strengths.
- Provide therapeutic support to manage transition and change.
- Develop personal, social, and employability skills in a supportive environment.

Tree of Life provides learners with:

- Careers days with external speakers and employers.
- Workshops and vocational units delivered in therapeutic, supportive ways.
- External careers provision to ensure impartiality.
- Visits to employers, FE colleges, and training providers to broaden aspirations.

### **3. Aims and Objectives**

Our careers programme aims to:

- Prepare students for the opportunities, responsibilities, and experiences of adult life.
- Build skills, attitudes, and abilities to thrive in varied occupations and roles.
- Develop career awareness and support self-managed personal development.
- Provide the tools to handle information and make well-informed choices.
- Support learners in transitioning to college, training, or employment.
- Promote equality, diversity, and inclusion, challenging stereotypes.

### **4. Pupil Entitlement**

All pupils in Years 7–13 are entitled to:

- Learn about the full range of post-16 and post-18 options, including apprenticeships, technical qualifications, and higher education.
- Hear directly from providers of education, training, and apprenticeships through events, assemblies, and discussions.
- Understand application processes for academic, technical, and vocational routes.
- Receive therapeutic support during decision-making, recognising that change and transition may be anxiety-inducing.

### **5. Teaching and Learning Strategies**

- Careers teaching will be individualised and trauma-informed, reflecting SEMH learners' needs.
- A high level of individual support will be available, with input from teachers, therapists, and support staff.
- Key skills developed will include:
  - Communication and teamwork.
  - Problem-solving and resilience.
  - ICT, literacy, numeracy, and budgeting.
  - Life skills (e.g., travel training, independent living, citizenship).
- Careers education will link with PSHE, Citizenship, and therapy programmes.

## 6. Cross-Curricular Links

Careers education is embedded across the curriculum, particularly in Maths, English, ICT, Citizenship, and PSHE. ICT is used to:

- Research occupations, qualifications, and training providers.
- Prepare CVs, applications, and action plans.
- Explore transport and practical transition needs.
- Create personalised occupational choices through self-reflection.

## 7. Careers Programme Delivery

The programme is structured around three key strands:

1. Self-awareness and personal development – understanding strengths, needs, and aspirations.
2. Exploring opportunities – investigating careers, employers, and pathways.
3. Planning and transition – developing action plans and making informed choices.

From Key Stage 3 onwards, pupils access careers education through curriculum lessons, CPSHE, and vocational options. From Year 9 onwards, transition planning becomes central, linking with SEND Code of Practice requirements.

Provision includes:

- GCSE and Functional Skills pathways (English, Maths, ICT).
- Vocational awards (ASDAN, BTEC, and other accredited options).
- Work experience opportunities (Years 10–11 where appropriate).
- Personalised independence training and life skills.

## 8. Work Experience and Independence

Where appropriate, pupils will access work placements in Years 10 and 11. These opportunities support:

- Confidence, resilience, and social skills.
- Understanding of workplace expectations.
- Personal independence programmes, co-designed with families and therapists.

## 9. Management of Careers Provision

- Leadership: A senior member of staff oversees the management, delivery, and evaluation of careers and vocational qualifications.
- Teachers: Integrate careers learning into schemes of work.
- Therapists: Support pupils emotionally through transitions and decision-making.
- External Careers Provision: Independent, impartial advice from approved providers (e.g., Rochdale Careers Service).

## 10. Provider Access Policy

### Introduction

Tree of Life complies with its statutory duty under Section 42B of the Education Act 1997 to ensure providers of education and training have access to pupils to inform them about opportunities.

### Requests for Access

Providers should contact:

Laura Frain – Head of Education

Telephone: 07359 496 452

Email: info.treeoflife03@gmail.com

### Opportunities for Access

Providers will be invited to contribute to the careers programme at key transition points.

A typical programme includes:

Year 8 – Confident communication, Meeting & working with others, Expressing myself & aspirations

Year 9 – Jobs and skills, Aspirations & life strategies, Decision-making & budgeting

Year 10 – Post-16 options, Banks & loans, Work experience

Year 11 – CV building, Interview techniques, Employability skills

### Facilities

- Tree of Life will provide suitable rooms, AV equipment, and support staff to facilitate provider sessions.

- Providers are welcome to supply prospectuses, course information, and promotional material for the Careers Resource Area.

## 11. Monitoring and Review

- The programme will be evaluated annually, including pupil voice and feedback from staff, therapists, parents/carers, and providers.

- Careers education will be continually improved to ensure therapeutic alignment and compliance with statutory duties.