Careers Advice and Post-16 Transition Policy

Policy Statement

Manor Farm is committed to supporting all young people to develop the skills, confidence, independence and aspirations needed for a meaningful adult life.

As a part-time, trauma-informed, child-led and low-demand alternative provision, our careers and Preparation for Adulthood (PfA) approach is personalised to each young person's developmental, emotional, sensory, communication and learning needs.

Careers education begins from the earliest stages of a young person's journey with us and develops progressively towards post-16 education, training, employment, independence and community participation.

We recognise that preparation for adulthood extends beyond academic attainment. Meaningful progress may include developing:

- communication and self-advocacy;
- emotional regulation and confidence;
- independence and self-care;
- decision-making and choice;
- social understanding;
- community access and participation;
- vocational skills and employability; and
- the ability to participate meaningfully in everyday life.

Bespoke Curriculum and Careers Progression

Manor Farm provides a bespoke, person-centred curriculum from age 5 through to post-16, designed to support progression from early engagement and exploration through to functional application, increasing independence, community participation, employability and Preparation for Adulthood.

Our curriculum encompasses:

- Communication and Interaction
- Personal Development
- Physical Development
- Literacy and Communication
- Application of Numeracy and Problem Solving
- Understanding My World
- Creativity and Expression
- PSHE and RSHE
- Independence

- Employability

Each area provides a progression pathway through:
1. Engagement and Exploration
2. Early Learning Goals
3. Functional Application
4. Independence and Community
5. Employability and Preparation for Adulthood

Progress is not necessarily linear. Young people may revisit earlier stages according to their individual needs, development and emotional readiness.

Careers Education
Careers learning is embedded within our curriculum and adapted to each young person's age, developmental stage and readiness.

This may include:
- identifying strengths, interests and aspirations;
- developing choice-making and self-advocacy;
- learning about different occupations;
- practical and vocational activities;
- developing functional literacy, numeracy and communication;
- money management;
- teamwork and problem-solving;
- volunteering and work experience where appropriate;
- visits to colleges, training providers and workplaces; and
- developing employability skills.

For some young people, careers development may initially focus on emotional safety, engagement, confidence and exploring interests before formal career planning is introduced.

Preparation for Adulthood
PfA is embedded throughout the curriculum and becomes increasingly explicit as young people approach adulthood.

Planning considers the four key areas:

Employment and education – qualifications, vocational learning and future aspirations.

Independent living – self-care, daily living skills, money management, decision-making and increasing independence.

Friends, relationships and community – communication, relationships and meaningful participation.

Good health – emotional wellbeing, self-advocacy and developing understanding of personal wellbeing.

For young people with EHCPs, PfA planning will contribute to EHCP outcomes and annual reviews, particularly from Year 9 onwards.

Post-16 Curriculum

Our post-16 curriculum continues the same personalised and low-demand approach.

Depending on individual needs and aspirations, this may include:

- Functional Skills;
- AQA Unit Awards;
- ASDAN short course;
- practical and vocational learning;
- work-related learning;
- money and independent living skills;
- employability skills;
- self-advocacy; and
- preparation for future education, training or employment.

The aim is to support each young person towards an appropriate and meaningful destination rather than focusing solely on academic qualifications.

Person-Centred Careers Guidance

Careers advice and transition planning will reflect each young person's:

- strengths and interests;
- aspirations;
- communication profile;
- SEND and support needs;
- emotional and sensory needs;
- independence skills;
- qualifications and achievements; and
- Preparation for Adulthood outcomes.

Young people will be supported to express their views using their preferred communication method. Parents/carers and relevant professionals will be involved wherever appropriate.

Where required, young people will be supported to access independent and impartial careers guidance.

Trauma-Informed Transition
Transitions will be planned gradually and sensitively, recognising that unfamiliar people, environments and expectations may create significant anxiety for some young people.

Support may include:

- transitional support from familiar trusted adults;
- gradual introductions;
- repeated visits;
- visual information and social stories;
- photographs or videos of new environments;
- sensory and communication adjustments;
- phased transitions; and
- clear information sharing with the receiving provider.

A successful transition is not simply attendance at a new setting, it is the young person's ability to access and engage with the new environment with appropriate emotional and practical support.

Post-16 Transition
Young people will be supported to explore appropriate pathways, which may include:

- further education;
- specialist post-16 provision;
- sixth form;
- vocational programmes;
- apprenticeships;
- supported internships;
- employment with support;
- volunteering; and
- community-based provision.

Transition planning will involve the young person where appropriate, parents/carers, school if applicable, Local Authority, careers advisers, colleges, training providers, employers and other relevant professionals.

Manor Farm will provide relevant information and professional advice to support the school's/Local Authority's EHCP and transition processes.

Monitoring and Evidence

Progress in careers and PfA will be evidenced through relevant:

- Provision Plans;
- EHCP/PfA outcomes;
- Curriculum Progress Tracker;
- Engagement Logs;
- learner profiles;
- careers conversations;
- qualifications;
- vocational activities;
- transition plans; and
- young person and parent/carer views.

Progress will be measured holistically, recognising that increased independence, communication, confidence, community participation and self-advocacy are significant outcomes alongside academic achievement.

This policy will be reviewed annually or sooner if required.

Policy Last Reviewed: 23rd September 2026

Next Review Due: 23rd September 2027