



Turtle Dove Cambridge Community Interest Company

Alternative education Provision: Careers and Progression Policy

Reviewed: May 2025

Review due: May 2026

Purpose

Turtle Dove Cambridge Alternative Provision provides education and support to ensure that every learner reaches their full potential and ensures all students have an identified 'transition aim' (i.e. an identified establishment/placement to move on to) and that we prepare students for a successful transition and support them into their new placement, which may be returning to their previous school.

We work with learners who are particularly vulnerable to becoming NEET. Turtle Dove Cambridge Alternative Provision recognises that it has a statutory duty to secure careers guidance for all students as outlined in (The Education Act 2011 / Career guidance and access for education and training providers January 2018).

We also provide careers guidance and support to students chronologically older than Year 11 who access our provision. Our aim is that all students acquire the skills, knowledge and attitudes to manage their learning and career progression. We will support students in making informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of post-16 pathways available to them. Turtle Dove Cambridge Alternative Provision is committed to ensuring that the careers advice students receive:

- includes information on a range of education or training options, including apprenticeship and other vocational pathways
- is impartial
- is in the best interests of the students
- meets the needs of the students

We are committed to ensuring that Turtle Dove Cambridge Alternative Provision continues to meet the requirements outlined in the Gatsby Benchmarks.

Scope

The Alternative Education Lead is responsible for ensuring that every student has a negotiated placement plan, which identifies the proposed next placement and date of transition, and for monitoring progress towards that transition and modifying plans as appropriate. This policy applies to all Turtle Dove Cambridge Alternative Provision students.

Careers programme

We are committed to providing a planned Careers programme. This is differentiated to suit the needs of each individual student. Students will leave Turtle Dove Cambridge Alternative Provision with the skills and knowledge required to support their entry to further education, training or employment. Turtle Dove Cambridge Alternative Provision also works with the Local Authority and a wide range of voluntary / statutory agencies to support our students whose circumstances have made them vulnerable or hard to reach, including those with special educational needs and those at risk of being NEET post-16.

The aim of our Careers Programme is to raise the aspirations of our learners and to support them in making realistic decisions for post-16 or upon leaving our provision.

Responsibilities

All staff have the responsibility to contribute to the overall careers programme within the education programme. The Alternative Education Lead has the overall responsibility for overseeing the Careers Education provision.

Policy statement, provision and safeguards

All students have placement aims, which are agreed between the student, her parents/carers, the commissioning agent and any other involved agency (e.g. health authority, social services). One of those aims will identify the next placement planned for the student.

In accordance with the agreed placement aims, Turtle Dove Cambridge Alternative Provision seeks to ensure that appropriate learning is undertaken to enable the student to make a successful transition.

For example, if a return to mainstream school is identified, students should:

- identify any learning habits that will enable them to achieve success in their mainstream placement and work to develop those habits;
- work to develop self-efficacy and social interaction skills.

If students are placed at Turtle Dove Cambridge Alternative Provision through KS4, they should decide what type of placement they want to pursue at KS5. Students are given plentiful opportunities to discuss the options with staff.

If students wish to continue in education, they should:

- consider what courses and establishments are realistically available to them;
- identify the qualifications required to access those courses;
- work to achieve the required grades;
- work to develop interpersonal and social skills that will support further placement.

If students identify a work-based placement:

- an appropriate provider should be identified;
- the possibility of work placement/experience before full placement should be considered;
- conversations should be had with the provider to identify the key interpersonal and vocational skills required and any formal qualifications that should be pursued.

In all cases, an identified member of staff will:

- liaise with appropriate staff in the identified placement;
- ensure the student and parents/carers are fully informed of any requirements of them;
- support the student into the placement (e.g. accompanying her on initial visits or to interview);
- track the initial success of the placement and provide intervention/support

where possible in the event of significant difficulties.

Students (and their parents/carers) are approached for permission to be tracked at six months (the national second term benchmark), 18 months and three years post-transition to monitor the success of placements. Turtle Dove Cambridge Alternative Provision uses the data generated to inform future practice.

Monitoring and evaluation

The Alternative Education Lead reports on a regular basis to the directors to develop, monitor and evaluate careers guidance across Turtle Dove Cambridge Alternative Provision.