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CEIAG Case Study:

Ravenscliffe High School and Sports College, Halifax

The School

Ravenscliffe High School and Sports College is Calderdale's only **secondary special school** providing education for students aged 11 – 19 years.

The students have a wide range of special educational needs from moderate through to complex learning difficulties with some students having serious and complex learning difficulties. From September 2017 there are 169 pupils on roll, in a building that is currently designed to hold just 69.

The Governing Body is highly supportive and has a regular input into school life on a weekly basis. Governors regularly attend achievement assemblies and contribute to the development of links with employers. The Chair of Governors has recently been awarded an MBE for his work in supporting the school. Governors are also strongly involved in plans to develop a purpose built, fully accessible sixth form and community learning centre on a different site in Halifax.

Over £1.7 million has already been raised towards this by the school and its community, to supplement £1.6million from Central Government via Calderdale Council. The Ravenscliffe@Springhall building, scheduled to open in September 2018, will be much needed as the school continues to try to manage its significant over capacity issues.

Career Education, Information, Advice and Guidance (CEIAG)

The school was first awarded the C&K Quality Standard in 2010 so has undergone two three yearly reviews. As of March 2017, C&K Careers became a licensed awarding body for the national Quality in Careers Standard and the school is proud now to hold this national CEIAG standard.

The school continues to be committed to providing high quality CEIAG. This is reflected by the close attention given to all aspects of transition and the individualised support given to students and their parents.

There is a clear management structure for CEIAG. Overall responsibility is with the Head. The Deputy Head is responsible for the Sixth Form provision and coordinating the Springboard Programme of work related learning, and the Head of PSHCE coordinates Key Stage provision across the school.

The school has a contract with the local authority - to provide access for all students to a specialist Careers Adviser from C&K Careers who works with the school, students and their families.

There are excellent and longstanding partnerships with local employers, colleges, and training organisations, which contribute a great deal to developing students' vocational skills and helping them to move successfully on to college, training or paid work at age 19.

The Careers Education Curriculum

Schemes of work and detailed lesson plans are in place for the Careers units in Key Stage 3, and Key Stage 4 and the 'Springboard programme' in the Sixth Form. The 'Step up to Springboard' programme is available to Key Stage 4 students and offers personalised work-based learning programmes within the more supported environment of Ravenscliffe. Progression is built into the overall careers curriculum.

Work-related learning has a high priority within the school. There are many opportunities for students which help raise aspiration: these include wheelchair buddy, swimming buddy, dog buddy, and this year the school has appointed its first prefect. Four students have now become prefects and this position is something that younger students are now aspiring to achieve. Other roles include helping in the school kitchen, helping the caretaker, recycling, horticulture in the school garden, and making food and selling to staff and visitors.

The comprehensive work-related learning policy aims to promote work-related learning as part of the learning entitlement for all pupils. It specifically aims to "develop a range of appropriate and relevant activities which assist in raising all pupils' aspirations and achievements - and which are of the highest possible quality and are regularly monitored".

The school's 'Springboard' employability programme provides over 40 students with vocational experience opportunities and appropriate levels of staff support during extended work-based placements. More than 50 students access a work placement on a weekly basis, with travelling to work being a key component.

Independence in travel opens up the world of work as a possibility for some students. Each year, the school usually support between 2 and 5 leavers, at the age of 19, into paid employment.

Enterprise is a strong cross-curricular feature of CEIAG provision with catering and horticulture providing scope for this. Students also pursue activities such as bag packing at Sainsbury's.

Every opportunity is taken to introduce job roles into learning. These include jobs in school, looking at businesses in the locality, dressing up in work clothes, and writing letters to Job Coaches saying what their skills are and what area they want to work in.

Personalised sensory boxes with tactile items related to specific jobs are available for exploration along with appropriate uniforms and clothes related to these.

Quality Assurance

As this case study shows the school is extremely committed to excellent CEIAG. There is a strong management structure in place and the Governing Body take a keen interest in CEIAG and are extremely involved and supportive.

The Leadership Team is passionate about personalising provision and meeting individual need. Every opportunity is taken to raise aspiration and support students appropriately.

OFSTED (Nov 2012) described Ravenscliffe as an Outstanding School where: *“the exciting and innovative curriculum offers a broad range of opportunities relevant to students' interests, abilities and needs. It provides for clear progression in learning and personal development. The school's exceptional approach to developing students' independence and vocational skills prepares them very well for moving on after school at age 19 years.”*

The fact that the school has held a CEIAG Quality Standard (and now holds the national Quality in Careers Standard) continuously for 7 years demonstrates the school can be seen as an outstanding example of good CEIAG practice.

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(p) October 2017