



## **COTSWOLD SPA HOSPITAL SCHOOL**

### **Careers Strategy and Provider Access Policy Statement**

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Author: Zoe Budding

Ratified by: Nick Rose



## **Cotswold Spa Hospital School Careers Strategy and Provider Access Policy Statement**

### **Purpose and aims**

The careers strategy at Cotswold spa Hospital School is designed to empower our students with the knowledge, confidence, and opportunities they need to explore meaningful pathways beyond education. Recognising the unique challenges faced by our students—whether medical, emotional, or social—we aim to provide a flexible, inclusive, and aspirational careers programme that nurtures individual strengths and ambitions. Our approach ensures that every learner receives access to personalised guidance, access to relevant experiences, and support to make informed decisions about their future, whether that involves further education, training, employment, or supported transitions. Through collaboration with families, healthcare professionals, and external partners, we strive to create a careers journey that is both compassionate and ambitious, enabling each young person to envision and pursue a fulfilling future.

We are fully committed to ensuring that all of our students acquire the skills, knowledge and attitudes to manage their learning and career progression.

Cotswold Spa Hospital School has already established a range of effective careers guidance activities which we hope will guide our students to achieve positive destinations such as A-Levels, Higher Education, Apprenticeships, technical routes or employment.

This careers strategy sets out Cotswold Spa Hospital School's key approaches for the upcoming year to enhance the current careers guidance activities and participation opportunities already available to our students. The aim is to ensure that students are fully prepared for and informed effectively about their next steps and can therefore aspire to achieve their full potential. We want to ensure that our students have both the aptitude and interpersonal skills to effectively communicate and add value within the workplace.

### **Roles and responsibilities**

#### **Strategic Careers Leader**

As set out within the Department for Education's Careers Strategy, Cotswold Spa Hospital School is required to have a designated member of our Senior Leadership Team named as our school's Strategic Careers Lead.

The Strategic Careers Lead will have the responsibility to make sure that we as a school meet our mandatory requirements and work towards achieving all eight of the Gatsby Benchmarks in an appropriate manner for our setting.

Our Strategic Careers Lead is Zoe Budding. She will provide the Head Teacher and the therefore the management committee with regular updates on our progress.

#### **Teaching Staff**

All members of the teaching team will capitalise on opportunities to explore Careers opportunities in their curriculum and Wider World areas. The Careers lead will lead our team, ensuring that all staff members are supported in incorporating careers within their own subject.

## **The Home School**

Given the nature of our setting, Cotswold Spa Hospital School will deliver part of a careers programme overseen by the home school throughout a student's time in education. We will liaise with the home school to ensure a 'joined up' approach to careers guidance and education.

Upon admission, the hospital school contacts the home school to gather careers-related information and current provision. The Careers lead maintains regular communication with home school staff to ensure continuity and avoid duplication. We will provide a careers summary and progress report when students return to their home school, including any activities completed or planned, to aid the transition process.

Cotswold Spa Hospital school does not have a qualified impartial careers advisor but instead will work with home schools to utilise their resources using, for example, Teams meetings. Our students will be supported with individual advice and guidance from The National Careers Service.

## **Role of Parents and Carers**

Parents and carers are invited to contribute to career discussions and planning, especially during key transition points, through the weekly Care Meetings. They receive updates on careers activities as part of weekly reports home. Parents and carers are invited to provide input on the relevance and impact of careers provision through surveys and informal dialogue.

## **Collaboration and Support**

The school will collaborate throughout this strategy with a range of external agencies to help us ensure we will meet all the mandatory requirements contained within the Department for Education's statutory guidance 'Careers guidance and access for education and training providers' last updated May 2025.

Our work will be supported by a range of services and providers for example:

- The Careers and Enterprise Company (CEC) [The Careers & Enterprise Company | The Careers and Enterprise Company](#)
- Further Education (FE) and Higher Education (HE) providers
- Resources from Worcestershire County Council's Skills 4 Worcestershire [Skills for Worcestershire | Worcestershire County Council](#)
- Worcestershire Apprenticeships
- Guidance from The National Careers service [Careers advice - job profiles, information and resources | National Careers Service](#) as well as the UCAS network and events. We will also be working alongside other local authorities and the opportunities they may have to offer our students (based on their home county), making use of the resources available to every student on an individual basis.

We will also use Careerpilot [Careerpilot : Plan your future work & study](#) in the classroom to support students in doing their own research and work on pathways. This is a resource that will continue to be available after discharge from the hospital.

High quality careers guidance is a crucial part of improving social mobility. Young people make choices based on what they know and what they think is available to them. If our young people are made fully aware of the career pathways and opportunities available to them, they will be more able to make informed choices about which qualifications and career pathways which will enable them to achieve their goals.

### **Cotswold Spa Hospital School Careers Strategy**

This strategy outlines our whole school approach to delivering careers guidance to our students throughout their journey in education. It aims to ensure every student, regardless of the duration of their hospital stay, receives meaningful careers education that supports their aspirations, connects with their home school provision, and involves key adults in their journey toward future success.

The strategy includes measures to further develop and improve the current provision on offer to students and is shaped around the eight Gatsby benchmarks updated and in place for September 2025.

Careers activities will take place regularly and meet the needs of individual students based on their age and year group as part of the mandatory requirements set by the Department for Education and contained within the Gatsby Benchmarks.

### **Learning Outcomes**

The careers programme is underpinned by the following outcomes, aligned with the Gatsby Benchmarks and CDI Framework:

- **Self-awareness:** Students understand their strengths, interests, and values.
- **Career exploration:** Students gain exposure to a range of career paths and sectors.
- **Decision-making:** Students develop the ability to make informed choices about their future.
- **Planning and transitions:** Students understand pathways and next steps, including education, training, and employment.
- **Employability skills:** Students build transferable skills such as communication, teamwork, and resilience.

## Our Objectives for 2025-2026

Gatsby Benchmark	Objectives	Example(s) of how this looks at CSHS
<b>1. A Stable Careers Programme</b>	Develop and embed a flexible careers programme with modular content. Use current digital platforms to deliver consistent experiences. Co-ordinate with home schools to align provision.	Use of Careerpilot and National Careers Service to provide up to date, consistent information that can be accessed independently. Appropriately sequenced careers programme in place, taught via booklets so that it is flexible for the needs of the students' admission. These can be taught in a variety of ways to suit the students' needs. Careers education is delivered through short, focused sessions tailored to student health and engagement levels. A variety of careers activities including discussion, independent work, online platforms, guest speakers (online or in person)
<b>2. Learning from Career &amp; Labour Market Info</b>	Provide curated, age-appropriate labour market info via interactive tools and printed resources. To utilise and support the development of labour market information to ensure staff and students are informed in their decisions and the advice being given.	Ensuring information shared is up to date and accurate by using online platforms such as Careerpilot Spotlight on careers with accurate information regarding skills, salaries and qualifications An understanding of local opportunities such as apprenticeships and job markets; taking into account that students may be from a variety of areas All of our learners are vulnerable, and information will be carefully considered.
<b>3. Addressing the Needs of Each Pupil</b>	Conduct a brief intake interview to assess career stage, interests, and needs. Review regularly and document. To ensure that a programme of activity takes place which raises the aspirations of all students and challenges stereotypical thinking in terms of equality and gender. To encourage students to document their careers journey, for example using Careerpilot To ensure that careers guidance for learners with special educational needs and disabilities (SEND) is differentiated, where appropriate, and	Discussion over possible careers pathways undertaken as part of the Individual Learning Plan which is created on admission and reviewed half termly or more regularly if needed. Careers objectives noted in the ILP which is shared with the home school and parents. Daily Careers objectives documented and reported to home school and parents weekly Access to Careerpilot available to all students to support self-documentation, reflection and review of their careers journey.

	based on high aspirations and a personalised approach.	
<b>4. Linking Curriculum Learning to Careers</b>	<p>Embed careers links into core subjects. For example, show how science relates to healthcare careers or English to journalism. Use short videos and guest talks.</p> <p>Ensure, where appropriate, the importance of achieving a good standard of English and Maths</p>	<p>Teachers will find opportunities to explore careers in their own subject or enrichment area. This may be done on an individualised basis whilst working 1:1, or as part of class discussion.</p> <p>Class displays may reflect careers in the curriculum at certain times of year or with a particular focus (e.g. British Science Week, Creative Careers month or Jeans for Genes day)</p>
<b>5. Encounters with Employers &amp; Employees</b>	<p>Increase access to employer talks where possible given the setting and add a career focus to other visits</p> <p>Organise virtual employer talks or Q&amp;A sessions. Invite authorised staff to discuss careers pathways</p> <p>Ensure that an encounter is meaningful by having a clear purpose, which is shared with the employer and young person, be underpinned by learning outcomes that are appropriate to the needs of the young person, having opportunities for two-way interactions between the young person and the employer and followed by time for the young person to reflect on the insights, knowledge or skills gained through the encounter.</p>	<p>Organise virtual employer talks or Q&amp;A sessions. Invite hospital staff (e.g., nurses, cooks) to share career journeys.</p> <p>Dual purpose visits, for example discussion of animal care as a career with visiting petting zoo or Art curation with hosts of the Broadway Arts festival</p>
<b>6. Experiences of Workplaces</b>	<p>Be creative with experience of workplaces, given the setting, to support the home school in providing the required multiple experiences of the workplace.</p> <p>Use virtual platforms or authorised spaces such as the hospital to explore workplace skills.</p> <p>Encourage students to reflect on these experiences in journals.</p>	<p>Focus on workplace skills whilst in the classroom. Focus on the hospital and the school as places of work and explore the careers within.</p> <p>Where possible explore the possibility of work experience, both within the hospital or school, or carefully considered external workplace.</p> <p>Provide opportunities to visit workplaces such as the Broadway museum and Batsford Arboretum.</p>
<b>7. Encounters with Further &amp; Higher Education</b>	<p>Build links with local HE and FE providers in order to support home schools in providing meaning encounters with the full range of learning opportunities post-16.</p> <p>Share prospectuses and course info.</p> <p>Tailor sessions to Year 11–13 students preparing for transitions.</p>	<p>Independent work on virtual platforms such as Careerpilot and the national Careers Service for accurate information on FE and HE</p> <p>Where possible virtual and in-person talks from FE and HE providers.</p> <p>Discussion of FE/HE experiences by hospital and school staff</p>

<p><b>8. Personal Guidance</b></p>	<p>Ensure access to a qualified careers adviser (in-person or virtual). Prioritise Year 11–13 students for 1:1 guidance.</p>	<p>Cotswold Spa Hospital school does not have a qualified impartial careers advisor but instead will work with home schools to utilise their resources using, for example, Teams meetings. Virtual individual guidance will be investigated through platforms such as the National Careers Service and Careerpilot</p>
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### Measuring and Assessment of the impact of the careers programme

Evaluation of our careers programme is designed to enable us to examine what we do, consider how we can improve it and provide stakeholders with a summary of this.

This will include gathering information from the pupils about how they feel about their experiences in relation to the careers programme.

Student progress in careers activities will be evaluated each term as part of our ongoing tracking process in their Individual Learning Plans.

### Action Plan 2025-26

<b>Action</b>	<b>Date</b>	<b>Responsibility</b>
Annual update of whole school Careers Strategy which is to be published on the school website and approved by the school's Senior Management Team and the School Management Committee	Dec 25	Careers lead
Continue to raise awareness of the Careers Strategy with key staff within the school to enable them to contribute towards the need to link careers to the curriculum within school	Dec 25	Careers Lead
Build a bank of careers booklets for each age and stage of student	July 26	Careers Lead
Subject specialists to arrange employer visits or visit with potential career focus relevant to their subject	July 26	Teaching team
Inform parents of the school's new careers strategy and inform them of its location on the school website; Send parents a copy of the Careers Strategy upon patient admission to the school	Dec 25 then ongoing	Careers lead and Administrator
Career objectives and ambitions to be monitored and updated regularly and evaluated (on ILPs) with students by careers leader	Ongoing	Deputy Headteacher
Make use of careers events that are being hosted locally by building links with local organisations	Ongoing	Careers lead

## Provider Access Policy Statement

### Introduction

This policy statement sets out the arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal and statutory obligations as outlined in

- Section 42B of the [Education Act 1997](#)
- [Education and Skills Act 2008](#)
- [The School Information \(England\) Regulations 2008](#)
- The [Skills and Post-16 Education Act 2022](#)
- Guidance from the Department for Education (DfE) on [careers guidance and access for education and training providers](#)

### Provider access legislation

The [updated provider access legislation \(PAL\)](#) has now been enacted. It specifies schools must provide at least six encounters with approved providers of apprenticeships and technical education for all their students:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend

A meaningful encounter:

- Is where the pupil can explore what it is like to learn, develop and succeed in that environment
- Involves meeting both staff and learners/trainees
- Has a clear purpose
- Is underpinned by learning outcomes that are appropriate to the needs of the pupil
- Involves a two-way interaction between the pupil 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 pupil to reflect on the insights, knowledge or skills gained through the encounter

This new legislation will become a key mechanism to further help learners understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical Qualifications. Cotswold Spa Hospital School is committed to supporting home schools with this responsibility and will provide opportunities for our students as medical and other circumstances allow.



Cotswold Spa Hospital School will endeavour to provide a personalised education package for all our pupils, and this is reflected by our careers programme. Pupils will access different elements of the programme at different stages of their education whilst the focus will always be on preparing them for their future pathways, considering their own preferences. Our Strategy outlines our generic careers offer. For all pupils, a personalised offer will be in place as documented on ILP documentation and ERS records.

### **Management of provider access requests**

Providers wishing to request access should contact:

Zoe Budding  
Careers Lead  
01386 853523  
[ZBudding@elysiumeducation.co.uk](mailto:ZBudding@elysiumeducation.co.uk)

### **Opportunities for access**

Our curriculum and careers programme include opportunities for providers to come into school to speak to our pupils and/or their parents/carers.

These can be arranged during timetabled careers lessons or at other suitable times.

Providers or employers should speak to our designated staff member to identify the most suitable opportunity for the organisation. (Due to our specific setting, virtual meetings are most favourable).

### **Premises and facilities**

The school will make the main classroom, boardroom or private meeting rooms available for discussions between the provider and students, as appropriate to the activity.

The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the designated staff member or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the designated staff member, who will ensure that these are available for the pupils to have easy access.

### **Safeguarding**

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors. The policy can be found on the school website or on request. Visitors need to adhere to both school and hospital security protocols. Providers will be supervised at all times whilst visiting Cotswold Spa Hospital School.

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

## **Provider Access Requests**

All requests will be given due consideration by Careers Lead Zoe Budding and Headteacher Jenny Curry, and requests will be refused if:

- They impinge on students' preparation for public or internal exams.
- They clash with other school events such as visits, other speakers, well-being days, public or internal exams etc.
- The school is unable to provide staff to support the presentation or talk due to previous commitments.
- Rooming for the talk or event is unable to be found due to timetabling clashes.

## **Feedback**

Cotswold Spa Hospital School welcomes parental and employer participation within our careers related activities. Should you wish to support our activity or provide feedback on our Careers Strategy or Provider access arrangements then please contact our Strategic Careers lead directly.

## **Useful links / Resources**

[The Careers Enterprise Company](#)  
[Gatsby Foundation](#)  
[Post 16 Skills Plan](#)  
[Department of Education Careers Strategy](#)  
[Skills For Worcestershire](#)  
[Government Careers Strategy December 2017](#)  
[National Careers Service](#)  
[UCAS \(Universities and Colleges Admissions Service\)](#)  
[Worcestershire Local Enterprise Partnership](#)  
[Worcestershire Apprenticeships](#)  
[HOW College](#)  
[Kidderminster College](#)  
[Warwickshire College Group](#)  
[Worcester University](#)

## **Links to other policies**

Outline any links to other policies you have, such as:

- Safeguarding/child protection policy
- Complaints policy
- SEND policy