

1. INTRODUCTION

The Careers Programme at Syon Manor College is designed to support every learner in preparing for adulthood and making meaningful progress towards their future aspirations. The College takes a person-centered approach to careers education, recognising that every learner has individual needs, abilities, strengths, interests, aspirations and starting points.

Careers education is personalised to reflect each learner's Education, Health and Care Plan (EHCP) outcomes and Preparation for Adulthood goals. Learners are supported to develop the knowledge, skills, confidence and independence they need to make informed choices about their future and achieve their individual aspirations.

Careers information, advice and guidance are provided in an accessible and meaningful way, considering each learner's communication needs, level of understanding and preferred ways of learning. Careers education is embedded within each learner's individual programme and is closely linked to their wider learning, personal development and long-term outcomes.

Learners are provided with opportunities to develop employability and independence skills through careers activities, work-related learning, work experience and engagement with employers and the wider community. Where appropriate, learners develop practical skills such as preparing a CV, completing job applications, preparing for interviews, understanding workplace expectations and developing independent travel skills.

Syon Manor College recognises that meaningful progression will look different for every learner. Depending on their individual needs, abilities and aspirations, learners may progress into employment, support employment, supported internships, further or higher education, volunteering, community-based opportunities or programmes that support greater independence.

The overall purpose of the Careers Programme is to ensure that every learner receives meaningful, accessible and person-centered careers education. This supports learners to understand the different pathways and opportunities available to them, develop their employability and independence skills, and make informed and positive choices about their next steps as they prepare for adulthood.

2. AIMS OF THE CAREERS PROGRAMME

Our careers programme aims to:

- Support students to recognise and develop an understanding of their individual strengths, interests, skills and aspirations, in line with their EHCP outcomes and Preparation for Adulthood goals.
- Provide students with accessible opportunities to explore a range of future pathways, including further and higher education, employment, supported employment, supported internships, training, volunteering and community-based opportunities.
- Develop students' employability, communication, social and practical skills, helping them to build confidence and increase their independence in preparation for adult life and the workplace.
- Provide meaningful opportunities for students to experience the world of work through employer encounters, workplace visits, work-related learning and work experience, where appropriate to their individual needs and abilities.
- Empower students to make informed and realistic choices about their future and support them in preparing for successful transitions from college to their next destination, with appropriate careers information, advice and guidance provided throughout their journey.

3. CAREERS PROVISION

Careers programme across Syon Manor College

The Careers Programme is delivered consistently across all Syon Manor College campuses, ensuring that every student has access to high-quality, person-centered careers education. While the overall aims and Gatsby Benchmarks remain the same, the programme is adapted to meet the individual needs, abilities, EHCP outcomes and curriculum pathway of students at each site. Careers education is embedded within Preparation for Adulthood and is delivered through personalised learning, meaningful experiences and appropriate progression opportunities

Isleworth

The Isleworth Campus offers a broad careers programme for students following academic, vocational and employability pathways. Students receive impartial careers information, advice and guidance, alongside opportunities to explore further and higher education, supported internships, employment and vocational training.

Careers learning includes employer encounters, workplace visits, guest speakers, enterprise activities and work experience, where appropriate. Students develop essential employability skills through CV writing, job applications, interview preparation, workplace behavior and independent travel training. Individual transition planning supports students in progressing to their next destination with confidence.

Vine House

At Vine House, careers education is closely linked to Preparation for Adulthood and focuses on developing independence, confidence and transferable life skills. Students follow personalised pathways, including ASDAN programmes, that support vocational exploration and personal achievement.

Learning takes place both within college and in the local community through community-based learning, travel training, volunteering opportunities and work-related activities. Students develop practical employability skills, communication, teamwork and problem-solving while exploring realistic future pathways that reflect their individual aspirations and abilities.

Aston House

At Aston House, careers education is carefully adapted for students with more complex learning needs. The focus is on meaningful participation, developing communication, increasing independence and preparing students for adult life through personalised experiences.

Students access careers learning through sensory and practical activities, community visits, role-play, enterprise projects and carefully planned encounters with workplaces and employers that are appropriate to their needs. Preparation for Adulthood is embedded throughout the curriculum, supporting students to develop functional life skills, make choices, build self-advocacy and achieve meaningful progression towards greater independence and active participation in their communities.

4. HOW THE CAREERS PROGRAMME IS ORGANIZED

Careers education at Syon Manor College is delivered through a person-centered approach and is adapted to each student's needs, abilities, aspirations, EHCP outcomes and Preparation for Adulthood goals.

Students access careers education through careers sessions, curriculum lessons, vocational programmes, PSHE, mentoring, individual careers guidance and the Enrichment Carousel. These opportunities enable students to explore their interests, develop new skills and build confidence and independence.

Students will gain practical work experience through Future Works, which provides opportunities to develop employability skills in real working environments, including The Heart of Syon Thrift Shop and Sensory Ground Café. Students can also participate in employer encounters, workplace visits, volunteering, educational visits and community-based learning, where appropriate.

Careers and transition activities support students to make informed choices and prepare for appropriate next steps, including further or higher education, employment, training, volunteering and community-based opportunities.

5. FUTURE WORKS

Future Works is Syon Manor College's practical employability programme, designed to help students develop the skills, confidence and independence needed for the world of work. It provides structured opportunities for students to apply their learning in real working environments, including The Heart of Syon Thrift Shop and Sensory Ground Café.

The programme is tailored to students' individual needs, abilities and aspirations. It supports the development of key employability skills, including communication, teamwork, customer service, responsibility and following workplace routines, while helping students prepare for meaningful progression into adulthood and future employment.

Purpose of Future Works

Future Works is Syon Manor College's employability programme, created to bridge the gap between classroom learning and the world of work. It provides students with structured opportunities to apply their learning in real working environments, including The Heart of Syon Thrift Shop and Sensory Ground Café.

Through Future Works, students gain an understanding of workplace expectations while developing confidence, responsibility and independence. The programme helps students prepare for adulthood and future employment in a way that is appropriate to their individual abilities and aspirations.

Who accesses Future Works?

Access to Future Works is based on each student's individual needs, abilities, readiness, aspirations and EHCP outcomes, rather than solely on which stage group or pathway. Students are identified through individual planning and discussions with the relevant college staff.

Participation is carefully considered to ensure that opportunities are appropriate, meaningful and matched to each student's stage of development and Preparation for Adulthood goals.

Future Works offer

- Supporting the day-to-day running of the thrift shop and café.
- Welcoming customers and developing professional communication and customer service skills.
- Sorting, preparing, pricing and displaying donated items.
- Stock management, restocking supplies and maintaining organised work areas.
- Taking and preparing customer orders.
Preparing hot and cold drinks and developing barista skills.
- Handling money and developing basic financial skills.
- Maintaining high standards of cleanliness, hygiene and presentation.
- Developing independent living skills, including washing, ironing and steaming clothes.
- Developing teamwork, responsibility and independent working skills.
- Completing daily health and safety checks and following safe working practices.
- Undertaking relevant workplace training, including Manual Handling, Health and Safety, Allergen Awareness and Anaphylaxis Awareness.
- Developing an understanding of workplace expectations within the retail, hospitality and catering industries.

Referral/access process

Students begin by undertaking internal college jobs, where they work towards agreed individual targets. Once these targets are met, students can progress to supporting college coffee mornings and exploring external volunteering and work experience opportunities.

Future Works opportunities are offered in allocated time slots and planned around students' timetables to ensure that scheduled lessons are not affected.

Staff support is provided where required and reviewed as students' progress towards greater independence.

Recording and reviewing progress

Students' participation and progress within Future Works are monitored through ongoing staff observations and recorded on EFL. Evidence is used to track progress against individual short-term and long-term employability targets, linked, where appropriate, to PLGs and EHCP outcomes.

Progress may also be informed by work placement records and feedback from staff and young people. This information supports the review of students' achievements and helps to identify appropriate next steps within their employability journey.

6. GATSBY BENCHMARKS

Gatsby Benchmark	How Syon Manor College addresses this	Campus/cohort	Evidence
1. A stable careers programme	Syon Manor College provides a structured, person-centred careers programme that is reviewed annually. Careers education is embedded throughout students' programmes through careers sessions, employability activities, vocational learning, Future Works and transition planning.	All campuses, adapted to individual pathways and needs.	Careers Programme; curriculum plans; EFL records; employability targets; Future Works records; annual review.
2. Learning from career and labour market information	Students receive accessible information about careers, employment sectors, local opportunities and progression routes. Information is adapted to students' communication and learning needs and reinforced through careers activities, employer engagement and vocational learning.	All campuses, differentiated according to students' individual needs and levels of understanding.	Careers resources; careers sessions; employer activities; EFL evidence; student feedback.
3. Addressing the needs of each young person	Careers education is personalised around each student's strengths, interests, aspirations, EHCP outcomes and Preparation for Adulthood goals. Individual targets and careers guidance support students to identify suitable next steps.	All students across all three campuses.	EHCPs; PLGs; EFL; short-term and long-term employability targets; careers guidance records; staff observations.
4. Linking curriculum learning to careers	Careers and employability are embedded across academic, vocational and life-skills learning. Students develop communication, functional English and maths, digital, independence and vocational skills, with opportunities to understand how these skills relate to the world of work.	All campuses, with activities adapted to each curriculum pathway.	Curriculum plans; lesson evidence; vocational programmes; EFL; employability targets; Enrichment Carousel.
5. Encounters with employers and employees	Students have opportunities to engage with employers and employees through careers activities, workplace visits, employer encounters and community partnerships. These experiences help students develop an understanding of different job roles, employment sectors and workplace expectations.	Students across all campuses, with opportunities adapted according to individual needs and readiness.	Employer encounter records; educational visit records; careers events; EFL evidence; student and staff feedback.
6. Experiences of workplaces	Students gain experience of the world of work through internal college jobs, volunteering and external work experience opportunities. Future Works provides real working environments through The Heart of Syon Thrift Shop and Sensory Ground Café, enabling students to apply and develop their employability skills in practice.	Students identified according to individual needs, readiness, targets and progression goals.	Future Works records; work placement records; EFL; staff observations; employability targets; relevant training records.
7. Encounters with further and higher education	Where appropriate, students are supported to explore further and higher education and other post-college pathways through visits, careers guidance, transition activities and accessible information about progression opportunities.	Students for whom further education, higher education or other education and training pathways are appropriate.	FE and HE visit records; transition plans; careers guidance records; educational visit records; destination information.
8. Personal guidance	Students have access to impartial careers information, advice and guidance from a careers adviser with specialist SEND knowledge. Guidance is personalised to support students' aspirations, EHCP outcomes and decisions about their next steps.	All students, with the level and frequency of guidance adapted to individual need.	Careers guidance records; action plans; EHCPs; PLGs; EFL; transition and destination records.

7. PREPARATION FOR ADULTHOOD

Careers education at Syon Manor College supports the four Preparation for Adulthood (PfA) areas, recognising that successful progression includes employment, independence, relationships, community participation and good health. Activities are adapted to each student's individual needs, abilities and EHCP outcomes.

PfA area	How the careers programme supports this	Example activities	Evidence
Education and employment	Supports students to identify their strengths and interests, develop employability skills and explore appropriate education, training, volunteering and employment pathways.	Future Works; internal college jobs; work experience; volunteering; employer encounters; careers guidance; CV and interview preparation.	EFL; employability targets; careers guidance records; Future Works and work placement records; staff observations.
Independent living	Develops practical skills, confidence and independence to support students in adult life and the workplace.	Travel training; money handling; timekeeping; following routines; independent working; shopping and community-based learning.	EFL; PLGs; EHCP outcomes; staff observations; independence targets.
Friends, relationships and community inclusion	Provides opportunities to develop communication, teamwork, social interaction and appropriate workplace relationships while participating in the wider community.	Team activities; customer service; college coffee mornings; community visits; volunteering; employer and workplace encounters.	EFL; staff observations; student feedback; PLGs; community activity records.
Good health	Supports students to understand how physical and emotional wellbeing, personal safety and healthy routines contribute to adult life and employment.	Health and safety; food hygiene; allergen and anaphylaxis awareness; manual handling; personal hygiene; safe working practices and wellbeing activities.	EFL; training records; EHCP outcomes; PLGs; staff observations; health and safety records.

8. GATSBY AND PFA COMBINED MAPPING

Activity	Campus/cohort	Gatsby Benchmark(s)	PfA area(s)	Intended outcome	Evidence
Careers and employability learning	All campuses – differentiated by pathway and individual need	1, 2, 3, 4	Education and employment	Develop awareness of strengths, interests, future opportunities and employability skills.	EFL; curriculum plans; employability targets; student work.

Activity	Campus/cohort	Gatsby Benchmark(s)	PfA area(s)	Intended outcome	Evidence
Individual careers guidance	All campuses – adapted to individual communication and support needs	3, 8	Education and employment	Support students to explore aspirations and identify appropriate next steps.	Careers guidance records; EHCPs; PLGs; EFL.
Internal college jobs	All campuses – where appropriate	3, 4, 6	Education and employment; independent living	Develop responsibility, confidence, independence and familiarity with workplace routines.	EFL; staff observations; employability targets.
College coffee mornings	All campuses – where appropriate	4, 5, 6	Education and employment; independent living; friends, relationships and community inclusion	Develop communication, teamwork, customer service, money-handling and confidence.	EFL; staff observations; student feedback; employability targets.
Future Works – The Heart of Syon Thrift Shop	Students identified as ready to access Future Works	4, 5, 6	Education and employment; independent living; community inclusion	Apply retail, customer service and independent working skills in a real working environment.	EFL; staff observations; student feedback; employability targets.
Future Works – Sensory Ground Café	Students identified as ready to access Future Works	4, 5, 6	Education and employment; independent living; good health	Develop hospitality, customer service, food hygiene and workplace skills in a real working environment.	Future Works records; EFL; staff observations; training records.
External volunteering and work experience	All campuses – according to individual readiness and goals	4, 5, 6	Education and employment; community inclusion	Apply skills in external settings and develop confidence, independence and workplace awareness.	Placement records; EFL; staff/employer feedback; student feedback.
Employer encounters and workplace visits	All campuses – activities adapted to individual need	2, 5	Education and employment; community inclusion	Increase awareness of employers, job roles and workplace expectations.	Employer encounter records; visit records; EFL; student feedback and Employer Feedback
CV writing and interview preparation	Primarily Isleworth and Aston and other students where appropriate	3, 4, 8	Education and employment	Develop practical job-search and interview skills in preparation for future employment.	CVs; interview activities; EFL; employability targets.
Further and higher education encounters	Isleworth and other students where appropriate	3, 7, 8	Education and employment	Develop awareness of post-college education and training options and support informed choices.	Visit records; transition plans; careers guidance records; EFL.

Activity	Campus/cohort	Gatsby Benchmark(s)	PfA area(s)	Intended outcome	Evidence
ASDAN and vocational learning	Vine House and Aston House	3, 4	Education and employment; independent living	Develop practical, vocational, personal and transferable skills appropriate to each student's pathway.	ASDAN evidence; EFL; student portfolios; PLGs; staff observations.
Mini-enterprise activities	Isleworth, Vine House and Aston House where appropriate.	4, 5, 6	Education and employment; independent living; community inclusion	Develop teamwork, responsibility, communication and money-management skills through practical enterprise activities.	EFL; ASDAN evidence; staff observations; student work.
Horticulture and practical learning	Isleworth, Vine House and other students where appropriate	4, 6	Education and employment; independent living; good health	Develop practical skills, responsibility, teamwork and confidence through hands-on learning.	EFL; ASDAN evidence; staff observations; student work.
Community-based learning	Isleworth, Vine House and Aston House where appropriate.	3, 4, 6	Independent living; community inclusion; education and employment	Increase confidence in accessing local services and develop communication, social and practical life skills.	EFL; community visit records; staff observations; EHCP/PLG outcomes.
Independent living and life skills	All campuses – differentiated according to need	3, 4	Independent living; good health	Develop practical skills required for greater independence in adulthood.	EFL; PLGs; EHCP outcomes; ASDAN evidence; staff observations.
Communication and social interaction	Particularly Vine House and Aston House; all campuses according to need	3, 4	Friends, relationships and community inclusion; education and employment	Develop functional communication, choice-making, social interaction and confidence when engaging with others.	EFL; PLGs; EHCP outcomes; staff observations; SALT evidence where appropriate.
Sensory and experiential	All campuses – differentiated according to need	3, 4, 5	Education and employment; independent living; good health	Enable students with more complex needs to participate meaningfully in careers-related experiences through accessible and practical activities.	EFL; staff observations; ASDAN evidence; EHCP/PLG outcomes.
Careers learning	All campuses – differentiated according to need	4	living; good health		
Independent travel and travel training	All campuses – according to readiness and individual need	3, 4, 6	Independent living; education and employment; community inclusion	Develop confidence and independence when travelling to community, education and employment opportunities.	EFL; travel-training records; staff observations; individual targets.

Activity	Campus/cohort	Gatsby Benchmark(s)	PfA area(s)	Intended outcome	Evidence
Money management and financial literacy	All campuses – differentiated according to ability	2, 4	Independent living; education and employment	Develop practical money skills for adult life, community participation and employment.	EFL; student work; ASDAN/Functional Skills evidence; staff observations.
Health, safety and workplace awareness	All campuses – adapted to the activity and student	4, 6	Good health; education and employment	Develop an understanding of personal safety, safe working practices and responsibility in practical and workplace settings.	EFL; training records; staff observations; Future Works records.
Enrichment Carousel	All campuses – activities adapted to individual needs	3, 4	All four PfA areas	Provide opportunities to explore interests, develop new skills, increase confidence and identify potential future aspirations.	EFL; enrichment records; staff observations; student feedback.
Transition planning	All campuses – all students	1, 3, 7, 8	Education and employment; independent living; community inclusion	Prepare students for appropriate and meaningful next steps beyond Syon Manor College.	EHCP reviews; transition plans; careers guidance records; destination information; EFL.

9. CAREERS WITHIN THE CURRICULUM

Subject	Curriculum Area	Career/Employability	Gatsby & PfA
English	Workplace communication, CV writing, applications, interviews and functional literacy.	4	Education and employment
Maths	Money management, budgeting, time, measurements and practical workplace numeracy.	4	Education and employment; independent living
Careers	Career exploration, employability skills, workplace expectations and progression planning.	1, 2, 3 & 8	Education and employment
PSHE/Citizenship	Communication, relationships, wellbeing, rights, responsibilities and community participation.	3, 4	Community inclusion; good health; independent living
Vocational subjects	Practical skills, teamwork, following instructions, health and safety and workplace routines.	4, 5 & 6	Education and employment; independent living

Subject	Curriculum Area	Career/Employability	Gatsby & Pfa
ASDAN/PfA programmes	Practical life skills, independence, community access, communication and preparation for adulthood.	3, 4 & 6	All four PfA areas
Other – Enrichment and community learning	Builds confidence, independence, transferable skills and opportunities to explore interests and strengths.	3, 4, & 6	Independent living; community inclusion; education and employment

10. EMPLOYER ENCOUNTERS

Current approach:

Syon Manor College provides students with meaningful opportunities to meet employers and employees both on-site and within the local community. Encounters include guest speakers, employer talks, careers events, workplace visits, work experience.

Activities are adapted to students' individual needs and pathways, helping them to explore different sectors, understand workplace expectations and develop confidence and employability skills. Future Works, including The Heart of Syon Thrift Shop and Sensory Ground Café, further supports students through practical experience in real working environments.

Key employer partners:

The College works with a developing network of **local employees, businesses, community organisations and work experience providers**. Partnerships are selected to provide meaningful opportunities that reflect students' interests, abilities and future aspirations.

Planned developments:

The College aims to:

- Expand its network of local employers and work experience providers.
- Increase curriculum-linked workplace visits to help students explore careers related to their subject areas.
- Invite more industry professionals into college to deliver talks, workshops and practical demonstrations.
- Develop sustainable employer partnerships across all three campuses.
- Increase opportunities for students to progress from internal work-related learning to external volunteering and work experience opportunities.

11. Experiences of workplaces and work experience

Syon Manor College provides a range of workplace experiences through a person-centered and individualised approach, ensuring that opportunities are appropriate to each student's abilities, strengths, needs, interests and future aspirations. Arrangements are carefully planned to reflect each student's EHCP outcomes, Preparation for Adulthood goals, communication and sensory needs, level of independence, readiness for the workplace and required level of support. The nature, duration and level of each experience may therefore differ between students, with appropriate risk assessments

and reasonable adjustments in place to ensure that participation is safe, accessible, meaningful and focused on individual progression.

Types of experience offered

- Internal college jobs and college events, including opportunities to support coffee mornings and other practical work-related activities.
- External volunteering and work experience placements with local employers, businesses and community organisations, where appropriate.

How students are matched to opportunities

Students are matched to opportunities according to their interests, abilities, aspirations, employability targets, EHCP outcomes and Preparation for Adulthood goals. Their readiness, communication needs, level of independence and required staff support are also considered.

Preparation before the experience

Students are prepared through relevant careers and employability activities, which may include discussing workplace expectations, appropriate behavior, communication, health and safety, travel, roles and responsibilities, and the individual targets they will work towards.

Support during the experience

The level of support is adapted to the individual student. Staff may initially model tasks, provide verbal or visual prompts, use checklists or offer direct support, with assistance gradually reduced where appropriate to promote greater independence.

Review after the experience

Students are supported to reflect on their experience, including what went well, skills developed, areas requiring further development and possible next steps. Feedback from staff and placement providers may also contribute to the review.

Recording evidence

Participation and progress are recorded on EFL, using staff observations and evidence against individual short-term and long-term employability targets. Where appropriate, evidence is linked to PLGs and EHCP outcomes and supported by work experience (WEX) logbooks, and feedback from students, parents/carers, staff and external placement providers. This evidence is used to review progress, recognise achievements and inform appropriate next steps within each student's employability journey.

12. ENCOUNTERS WITH FURTHER EDUCATION, HIGHER EDUCATION AND TRAINING PROVIDERS

Syon Manor College provides students with opportunities to explore further education, higher education, training and future career pathways that are appropriate to their individual abilities, interests, aspirations and intended destinations. Encounters are selected according to students' pathways and readiness and may include provider visits, careers events, guest speakers and visits to colleges and universities.

Provider/activity	Learners/campus	Purpose	Gatsby	Evidence
FORGE Initiative	Appropriate students based on individual pathway and aspirations	To introduce students to relevant progression, skills development and future career opportunities.	7	EFL, attendance records, student feedback and careers records
University of Staffordshire – Games Design Guest Speaker, National Careers Week	Students with an interest in Games Design, digital and creative careers	To provide insight into Games Design, university study, course pathways and careers within the games and creative industries. To enable students to	7	EFL, event records, student work and feedback
What Career? What University? Live	Students exploring further/higher education, training and employment pathways	meet education, training and employer representatives and explore a range of post-college progression opportunities.	7	Visit records, EFL, careers activities and student feedback
St Mary's University Visit	Students for whom higher education is an appropriate potential pathway	To develop students' understanding of university life, available courses, entry routes and progression into higher education.		Visit records, EFL, student feedback and careers records
UCAS Student Discussions and Account Creation	Students considering higher education as a progression pathway	To introduce students to the UCAS process, supporting them to research university courses and entry requirements, and provide appropriate guidance when creating and using their UCAS accounts.	7	UCAS activities, careers records, EFL and student application evidence
			7	

13. PERSONAL CAREERS GUIDANCE

Careers guidance at Syon Manor College is provided by Stanley Flaherty, Apprenticeship Careers Adviser, offering impartial, person-centred guidance across the College. Students receive a one-to-one, in-person meeting, with an online option where this is more appropriate or accessible.

Guidance takes place each academic year, with priority given to potential leavers and relevant year groups. First-year students are also offered guidance; however, this may be adapted or deferred where a student is not yet ready to participate meaningfully, taking account of individual needs and communication abilities.

Sessions explore students' strengths, interests, aspirations and appropriate progression pathways, including further/higher education, employment, training, apprenticeships and volunteering.

Following each meeting, a careers guidance report records the student's aspirations, agreed actions and recommended next steps. This is shared with the student, parents/carers and relevant staff and used to inform careers and transition planning, including learning plans, employability targets, EHCP outcomes and Preparation for Adulthood goals, where appropriate.

Careers guidance is accessible to students across all three campuses: Isleworth, Vine House and Aston House. Before their meeting, students are provided with an initial careers worksheet to help identify their interests, strengths and aspirations. For students at Vine House and Aston House, staff and parents/carers can support completion of the worksheet where required, ensuring the Careers

Adviser has meaningful information about the student's preferences and aspirations before the guidance meeting takes place.

Careers adviser/provider:

Outcomes First Group, Central Services – Stanley Flaherty

How learners access guidance:

One to One Career Guidance

How guidance is adapted to individual communication and support needs:

Careers guidance is adapted to each student's communication, sensory and support needs. Students are given advance notice through student briefings and, where appropriate, social stories to help them prepare for the meeting. A pre-guidance information worksheet is shared where required with students and parents/carers to gather information about interests, strengths, aspirations and support needs. Relevant information about the students' preferred communication methods is shared with the Careers Adviser in advance, enabling the session to be appropriately adapted. During meetings, clear and minimal language, additional processing time, visual aids and appropriate staff support are used where required to ensure students can participate meaningfully and express their views.

How actions are recorded and followed up:

Following each guidance meeting, a report is provided. The Careers Team supports follow-up research into appropriate progression opportunities. Guidance meetings are also tracked on a central spreadsheet, recording meeting dates, students who have completed guidance and those requiring follow-up.

14. Individualised careers planning

Information considered may include:

- Student voice and aspirations.
- EHCP outcomes and PLGs.
- Qualifications, achievements and individual progress.
- Strengths, interests and preferred areas of work.
- Communication, sensory and support needs.
- Previous careers, employability and work experience.
- Parent/carer views.
- Intended destination and Preparation for Adulthood goals.

College approach:

Syon Manor College uses this information to create a progressive and realistic careers pathway for each student. Opportunities are matched to the student's current stage of development and readiness, with the level of challenge and support adjusted as they progress. Careers planning is reviewed throughout the student's college journey so that experiences, targets and transition actions remain relevant and lead towards the next meaningful steps beyond college.

15. STUDENT VOICE

Syon Manor College involves students in their careers journey by identifying their interests, strengths, aspirations and preferred ways of working. Students are supported to express preferences about internal college jobs, Future Works, work experience, volunteering and future progression opportunities.

Methods used:

- **Careers guidance and one-to-one discussions** to explore students' interests, aspirations, preferred career areas and possible next steps.
- **EHCP reviews, PLGs and individual target-setting** to capture students' views about their future and Preparation for Adulthood goals.
- **Feedback following careers activities, Future Works, internal jobs, employer encounters and work experience** to identify what students enjoyed, found challenging and would like to explore further.
- **Staff observations** to capture engagement, preferences and responses, particularly where students may not communicate their views verbally.
- **Accessible communication approaches**, including visual choices, Checklists, feedback forms, social stories, 1:1 meetings and assistive communication where appropriate to support students to express preferences and make choices.

Learner feedback influences the programme:

Student feedback and observed engagement help staff review individual targets, identify suitable activities and plan appropriate next steps. This ensures that careers opportunities reflect students' interests, abilities, aspirations and Preparation for Adulthood outcomes.

16. PARENT AND CARER INVOLVEMENT

Syon Manor College works collaboratively with parents and carers to support students' careers education and transition into adulthood. Families are involved through EHCP reviews, careers guidance, college events, visits and transition planning, with information shared about appropriate education, employment, volunteering and community-based pathways. Parents and carers are encouraged to contribute to discussions about students' aspirations and future destinations, provide feedback and work alongside college staff to support informed and meaningful next steps.

How parents/carers are involved:

In person meetings providing career information about their young person, Invites to college events and parent/carers feedback.

How careers information is shared:

Emails, Annual Reviews, College website, Transition planning and updates on the college website.

How feedback is collected:

Emails, phone calls and feedback forms

17. CAREERS PROGRAMME CALENDAR

Programme approach

The Careers Programme provides a progressive framework while remaining flexible to individual students. Activities are adapted according to each student's abilities, needs, aspirations, EHCP outcomes, Preparation for Adulthood goals and readiness. Progression is based on individual development rather than year group alone.

Stage 1

Focus	Foundation and Exploration
Gatsby Benchmarks	1: A stable careers programme 2: Learning from career and labor market information
Key Activities	Identify interests, strengths and aspirations. Introduce careers, sectors and workplace expectations.
Staff Involved	Careers Team, Tutors, Curriculum Staff, PSWs, Pastoral and Therapy Teams
Example Activities	• Careers portfolio and interest's/strengths activities • Job exploration, videos and discussions • Introduction to internal college jobs • College events and lunchtime clubs • Early careers discussions • Basic travel awareness and introductory life skills
Skills Focus	Listening; speaking; staying positive
Preparation for Adulthood	Employment – early awareness; community inclusion; independent living

Stage 2

Focus	Developing Skills and Awareness
Gatsby Benchmarks	3: Addressing the needs of each student 4: Linking curriculum learning to careers
Key Activities	Develop employability skills and connect curriculum learning to careers and future opportunities.
Staff Involved	Careers Team, Tutors, Curriculum Staff, PSWs, Pastoral and Therapy Teams
Example Activities	• Skills portfolio and supported CV development • Introductory interview practice • Internal college jobs and college coffee mornings • Teamwork activities and volunteering • Supported travel and careers guidance • Practical life and workplace communication skills
Skills Focus	Speaking; teamwork; problem solving; aiming high
Preparation for Adulthood	Employment; independent living; community inclusion

Stage 3

Focus	Building Confidence and Experience
Gatsby Benchmarks	5: Encounters with employers and employees 6: Experiences of workplaces
Key Activities	Apply skills in practical settings and begin accessing meaningful workplace opportunities.
Staff Involved	Careers Team, Future Works Team, Tutors, PSWs, Employers and Placement Providers
Example Activities	• Introduction to Future Works, where appropriate • The Heart of Syon Thrift Shop and Sensory Ground Café • Customer service, workplace routines and teamwork • Employer talks and workplace visits • Volunteering and work experience • Travel training and formal careers guidance
Skills Focus	Communication; teamwork; responsibility; confidence; independence
Preparation for Adulthood	Employment; independent living; community inclusion; good health

Stage 4

Focus	Developing Workplace Readiness
Gatsby Benchmarks	3, 4, 5 and 6: Individual needs, curriculum links, employers and workplaces
Key Activities	Build consistency, responsibility and greater independence within workplace environments.
Staff Involved	Careers Team, Future Works Team, Tutors, PSWs, Employers and Placement Providers
Example Activities	• Continued or increased participation in Future Works • Customer service, stock management and workplace routines • Preparing orders and drinks, money handling and hygiene • External volunteering and work experience • Employer encounters and progression visits • CV and interview development
Skills Focus	Independence; communication; problem solving; teamwork; reliability; workplace readiness
Preparation for Adulthood	Employment; independent living; community inclusion; good health

Stage 5

Focus	Transition and Preparation for Post-College Life
Gatsby Benchmarks	7: Encounters with further and higher education 8: Personal guidance
Key Activities	Consolidate employability and independence skills and prepare for an appropriate post-college destination.

Focus	Transition and Preparation for Post-College Life
Staff Involved	Careers Team, Careers Adviser, Future Works Team, Tutors, Transition Staff, Parents/Carers and External Providers
Example Activities	• Future Works with increased responsibility and independence • Transfer skills into external work experience or volunteering • One-to-one careers guidance and individual action planning • CVs, applications and interview preparation • FE/HE and training provider encounters; UCAS activities where appropriate • Independent travel, transition meetings and destination planning
Skills Focus	Independence; self-advocacy; communication; reliability; workplace readiness; aiming high
Preparation for Adulthood	Employment; independent living; community inclusion; good health and wellbeing

Future Works Progression

From Stage 3 onwards, students may access Future Works according to their individual readiness, abilities, aspirations and support needs. Participation can progress from supported practical tasks to greater responsibility and independent work within The Heart of Syon Thrift Shop and Sensory Ground Café. Where appropriate, skills developed through Future Works support progression into external work experience, volunteering and future post-college opportunities.

Individualised Progression

The stages provide a framework rather than a fixed pathway. Access to internal college jobs, Future Works, work experience, employer encounters, volunteering and progression activities is determined by each student's individual readiness, abilities, aspirations, support needs and intended outcomes.

18. RECORDING EVIDENCE

Guidance: State clearly where staff should record careers-related activity. This prevents evidence being stored in different places without a clear overview.

Information/evidence	Where it is recorded	Person responsible
Careers aspirations	Display Board/Student career Folder	Career Lead/Career Team
EHCP/PfA outcomes	EFL	Leadership/SENCo/Career Lead
PLGs	EFL	Mentors
Employer encounters	Tracker Spreadsheet	Career Lead/Career Team
Workplace experiences	WEX Logbook/EFL	Pastoral Staff/Student
Work experience	WEX Logbook/EFL	Employer/Staff/Student
Future Works	Student Folders/Tracker	All Staff/Students
Personal careers guidance	Spreadsheet	Career Lead/Careers Team
Learner feedback	EFL/Career Folder/WEX Logbook	Student/PSW
Parent/carers feedback	Feedback Folder	Career Team
Employer feedback	WEX logbook	Employer/Career Team
Intended destination	PLGs/Therapeutic Targets	Career Lead/Teachers/Mentors
Destination	Transition Portfolio	Career Lead/SENCo/Assistant Head/Principle

19. MEASURING IMPACT

Guidance: Explain how the college knows whether the careers programme is making a difference. Measures should focus on outcomes rather than only counting activities.

Consider:

- progress towards EHCP outcomes;
- progress towards PLGs;
- EFL evidence;
- learner feedback;
- parent/carers feedback;
- employer feedback;
- engagement with Future Works;
- employer encounters;
- workplace experiences;
- careers guidance;
- progression;
- intended destinations;
- actual destinations;
- Gatsby Benchmark review.

Careers Impact Review

Measure	Autumn Review	Spring Review	Summer Review	Actions / Improvements
Gatsby progress	Review activities against the eight Gatsby Benchmarks and identify gaps.	Monitor progress against identified gaps.	Complete annual Gatsby review and identify priorities for next year.	Strengthening benchmarks requires further activity or evidence.
Student engagement	Review participation, interests and engagement in careers activities.	Review student voice, progress and participation in new opportunities.	Evaluate overall engagement, achievements and progression.	Adapt opportunities and support according to student needs and feedback.
Employer encounters	Record employer talks, professional visits, careers events and workplace visits.	Review range of employers and sectors encountered.	Evaluate employer engagement across all three campuses.	Expand employer partnerships and curriculum-linked encounters.
Workplace experiences	Identify students by accessing internal jobs, volunteering and WEX.	Review participation, progress, placement feedback and targets.	Evaluate skills developed and progression to further opportunities.	Increase appropriate external WEX and volunteering opportunities.
Future Works	Review participation in The Heart of Syon Thrift Shop and Sensory Ground Café and individual targets.	Review workplace skills, independence and readiness for increased responsibility.	Evaluate progress and readiness for external or post-college opportunities.	Adjust targets, support and opportunities according to individual progress.
Careers guidance	Review planned/completed one-to-one guidance, prioritising potential leavers and relevant cohorts.	Track completed meetings, reports, actions and required follow-up.	Review annual guidance coverage and completion of actions.	Arrange outstanding/follow-up guidance and support agreed next steps.
Parent/carer engagement	Record careers discussions, EHCP/transition involvement and information shared.	Review participation and parent/carer feedback.	Evaluate engagement and areas for development.	Increase careers information, communication and engagement opportunities.
Destinations	Identify potential leavers and intended destinations.	Monitor applications, transition plans and anticipated destinations.	Record final destinations and evaluate transitions from college.	Use destination information to inform future careers and transition planning.
Evidence of impact	Review EFL, staff observations, student voice and individual targets.	Assess progress in employability, confidence and independence.	Evaluate progress against PLGs, EHCP outcomes and PfA goals, where appropriate.	Use evidence to inform individual planning and whole-college careers priorities.

20. EQUALITY, ACCESSIBILITY AND SEND

Syon Manor College is committed to ensuring that all students can access and participate meaningfully in careers education and work-related opportunities.

College approach:

Careers activities are adapted to reflect students' communication, sensory, physical and learning needs. Information and resources are differentiated and may include clear and simplified language, visual supports, symbols or AAC, where required. Students may receive additional preparation, familiarisation visits, social stories and appropriate staff support before participating in unfamiliar careers or workplace activities.

Reasonable adjustments are considered on an individual basis and may include changes to the environment, communication approach, pace of activities, staffing levels, transport or travel arrangements. Sensory needs, accessibility and individual risk assessments are considered when planning external visits, employer encounters, Future Works and work experience to ensure opportunities are safe, accessible and meaningful.

21. ROLES AND RESPONSIBILITIES

Role	Careers responsibilities
Principal	Provides strategic oversight and ensures that careers education supports the College's overall vision and priorities.
Senior Leader responsible for careers	Provides leadership and oversight of the careers programme, ensuring appropriate resources, monitoring and continuous development.
Careers Leader	Plans, coordinates and evaluates the careers programme, employer engagement, careers events, work experience and Gatsby Benchmark activity across the College.
Future Works lead/team	Coordinates Future Works opportunities, monitors student participation and supports the development of practical employability and workplace skills.
Campus Leads	Ensure careers and Preparation for Adulthood activities are implemented appropriately within each campus and reflect students' pathways and needs.
Curriculum/subject leads	Identify meaningful careers links within curriculum areas and support curriculum-linked employer encounters, professional visits and workplace visits.
Teachers	Embed relevant careers, employability and Preparation for Adulthood skills within teaching and support students to work towards individual targets.
PSWs/support staff	Support students to participate in careers, community and work-related activities, promoting confidence and independence where appropriate.
Therapists/SEND staff	Provide specialist input to ensure careers activities are accessible and appropriate to students' communication, sensory, physical and individual needs.
Students	Participate in careers activities, explore their interests and aspirations, work towards individual targets and contribute to decisions about their future.
Parents/carers	Participate in careers activities, explore their interests and aspirations, work towards individual targets and contribute to decisions about their future.

22. ACCESSING CAREERS INFORMATION

College website: syonmanorenquiries@syonmanor.co.uk

Career Leaders contact:

Amanda.Wright@Syonmanorcollege.co.uk and Yetunde.Mongo@syonmanorcollege.co.uk

Future Works contact/information: Amanda.Wright@Syonmanorcollege.co.uk

Information for parents/carers: syonmanorenquiries@syonmanorcollege.co.uk > Curriculum > Academic and Career Ready Pathway > Skills and Vocational Development Pathway

Information for employees: Our Approach > Curriculum Index

Information for education/training providers: About Us > Policies Directory

23. PROVIDER ACCESS

The direct Provider Access Policy Link is located on the official college website Syon Manor College Website Policies Page.

24. REVIEW AND DEVELOPMENT PRIORITIES

What worked well

- College Events – Winter, Spring and Summer Fayre
- Employer Engagement - Wex Opportunities/Employer Engagement.
- Guest speakers visit (National Careers Week), including workshops.

Areas for development

- Employer network growth: Scaling the volume of partnerships to secure long-term, sustainable visits in line with future aspirations.
- Parental Engagement Strategy: Designing targeted newsletters, parent drop-in sessions.
- Cross-Curricular external and internal events: Collaborating with academic departments leads to embedding career-focused days, enterprise competitions, and transition events into the college calendar.

Priorities for the next academic year

Priority	Action required	Lead	Deadline	Intended impact
Expand employer partnerships	Develop new employer links and increase opportunities for employer encounters, workplace visits, volunteering and work experience across all campuses.	Careers Lead	Throughout the academic year	Increase students' exposure to the world of work and provide opportunities linked to their interests, abilities and future aspirations.
Increase parental engagement	Introduce careers newsletters and parent/carer drop-in sessions to share information about careers, Future Works, progression pathways and opportunities.	Careers Lead	Termly	Improve parent/carer understanding and involvement in students' careers and transition planning.
Strengthening careers through curriculum-linked encounters	Increase external careers visits linked to curriculum subject areas and invite professionals into college to provide talks, workshops and practical activities relevant to students' learning.	Careers Lead & Curriculum Lead	Throughout the academic year	Enable students to connect their curriculum learning with the world of work, explore different sectors and gain a greater understanding of how their skills and interests can relate to future opportunities.

25. RELATED POLICIES AND DOCUMENTS

The following Syon Manor College policies and documents support the delivery of the Careers Programme across Isleworth Campus, Vine House and Aston House:

- [Careers and Education Guidance Policy 2026–2027](#)
- [Work Experience Policy 2026–2027](#)
- [Provider Access Policy Statement 2026–2027](#)
- [Curriculum Policy 2026–2027](#)
- [SEND Policy 2026–2027](#)
- [Safeguarding Policy 2026–2027](#)
- [Equality and Diversity Policy 2026–2027](#)
- [Accessibility Access and Plan 2026–2027](#)
- [Health and Safety Policy 2026–2027](#)
- [Communication with Parents/Carers Policy 2026–2027](#)
- [Learning, Teaching, Assessment and Moderation Policy 2026–2027](#)
- [Careers Programme Summary 2025–2026](#)

Additional careers-related information:

- [Syon Manor College Careers Provision](#)
- [Syon Manor College Curriculum](#)
- [Syon Manor College Safeguarding Information](#)