

Careers At Chatten Free School



Chatten Free School Careers Programme

2026-2027

Our Vision and Values

Happiness, Independence, Respect

Our vision is to make a positive and tangible difference in the lives of our pupils both in their present and for their future.

Our values for our pupils are happiness, independence and respect for all.

Last reviewed: June 2026

Next review: June 2027

The Careers Programme at Chatten Free School

Chatten Free School will ensure that our Careers Programme is highly individualised, and based on high aspirations. Due to the highly complex needs of our pupils, our Careers Programme will encompass a wide range of activities that will prepare each individual pupil for a life filled with happiness, independence and respect. Our Careers Programme will ensure it is accessible to every pupil and is preparing each pupil for their individual future plans. The Careers Programme formally begins in Key Stage 3, however, all pupils in Key Stages 1 and 2 will be working on the skills required to safely access the community and express their preferences about their future plans. In Key Stage 3, all pupils will access the Community Participation Pathway of the Careers Programme to ensure that every pupil leaves school as an integrated member of the community. For pupils working at the early stages of the curriculum, they will continue on this pathway into Key Stages 4 and 5. Pupils who are moving onto the higher stages of the curriculum will move onto the Vocational Pathway, accessing vocational learning and work experience opportunities within the school setting in Key Stage 4 and may move onto community based work experience opportunities in Key Stage 5. In Key Stage 5, all pupils will take part in the Transition Programme where they will have opportunity to experience different post-19 provisions that may be available to them so that their voice and preferences can be heard as they transition into adulthood. Each pupil's Careers Programme will look different depending on their strengths and interests and it is possible that pupils may be accessing more than one pathway at a time. Vocational profiles indicating pupil preferences, individual programme data, pupil observations, parent/carer discussions and guidance from a SEND careers advisor at selected annual review meetings will all be used to determine the most appropriate pathway for each individual pupil.

Community Participation Pathway

Our Community Participation Pathway aims to provide pupils with access to meaningful activities that will widen their opportunities to be included in the local community and have encounters with a range of employers, employees and different workplaces. This pathway is focused on our most complex pupils who are working at the HRE and Must Have Skills stages of the curriculum. These pupils are still working on the prerequisite skills to access vocational opportunities and face significant barriers to accessing the local community. The pupils will likely require high levels of support and their own bespoke package when leaving school, as the complexity of their needs may not be met at local post-19 specialist education or social care provisions.

Some opportunities that may be available on this pathway include:

- Step into Dance
- Bounceability/Senergy (SEN trampolining)
- Hydrotherapy
- Swimming
- Bowling
- Wheels for All (SEN cycling)

- Shopping
- Going to the gym
- Essex Outdoors
- Parks

Vocational Pathway

Our Vocational Pathway gives our pupils the opportunity to experience work related learning and work experience, both in the school setting and in inclusive businesses with the right support they need to reach their full potential. Within this pathway, pupils will encounter a range of different employers, employees and places of work. Our Vocational Pathway starts within the school where pupils can gain the skills they require to go onto experience real life work experience and volunteering opportunities in the local community. The pupils on this pathway are likely to be attending a specialist college or a social care provision/work-based training provider when leaving our school that can continue to provide specialist support to develop vocational skills and supported employment opportunities.

Some of the school based vocational opportunities may include:

- Catering and hospitality (kitchen porter)
- Administration (admin assistant)
- Horticulture (gardening assistant)
- Social stories supporting the understanding of what jobs there are in the community and what someone with that job may be expected to do.

Some of the community based work experience placements may include:

- Animal care and ground maintenance (Rainbow Rural)
- Kitchen assistant (Level Best Enterprises/The Harvester)
- Allotment worker (Level Best Enterprises)
- Retail (The Entertainer)

Transitions Programme

Our Transitions Programme aims to provide pupils with the opportunity to experience different post-19 provisions that will be available to them so that they can make informed decisions on their future plans. This programme is personalised to every pupil, but the aim is that every pupil will experience a minimum of two education/social care provisions placements before leaving our school. This programme will give pupils the opportunity to encounter further education and life-long learning provisions, as well as experiencing a range of different employers, employees, and places of work. This programme will be completely individualised to each pupil's circumstances, strengths, interests and location.

Some provisions that may be available on this programme include:

Further Education

- Chelmsford College
- Colchester Institute
- Community College Initiative (CCI)
- West Suffolk College (Suffolk)

Social Care

- Bright Lives
- New Skill Centre (Suffolk)
- ECL
- KTM
- Independence Project

Work Based Training

- Level Best
- Rainbow Rural
- One off work encounters at a variety of workplaces. Past examples include: The Harvester, Blackwater Leisure Centre, The Entertainer

Where it is appropriate and meaningful, some pupils may attend Careers Fairs such as, Pathways to Potential, to interact with a variety of educational and social care providers and widen their experiences.