



FUTURE POSSIBILITIES POLICY

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Board

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Executive Board, 28 January 2026
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A handwritten signature in black ink, appearing to read "DK".

POLICY FOR FUTURE POSSIBILITIES

Mission

We believe in investing in people. As professionals in the teaching and training professions, we strive to provide a better future for the children, young people and home settings we work with. Success for us means unleashing the potential of each individual so they can grow, develop and reach the potential of which they are capable. Our values are grounded in our determination to be the change we want to see in the world, through passion, commitment and integrity. We strive to plant a seed of kindness and compassion in a generation that will produce resilience and hope and enable them to aspire and achieve productive and fulfilled lives. Our success is measured in the lives we changed.

At the Omnia Foundation, we create a secure and safe environment that encourages communication, self-belief, mutual respect and success. We provide a rich and balanced curriculum that develops every child, allowing them to achieve their true potential.

Aims of the policy

This policy aims to

- Set out the foundation's approach to preparing the students for post-16 training, education and employment possibilities
- Ensure that all students receive as much impartial and informed advice and guidance regarding next steps opportunities that are available to them as possible
- Ensure that all foundation staff strive to identify a wide and diverse range of post-16 opportunities for all students
- Ensure that the identified opportunities align as far as possible with each student's individual hopes and aspirations for their future and take account of their unique talents and capabilities
- Help students prepare for the workplace, by building self-development and career management skills
- Help students to make informed choices about their next step in education or training
- Provide experience and a clear understanding of the working world for all students
- Set out the foundation's approach to provider access

This policy should be read in conjunction with the Me, Myself & I Policy, Child Protection Policy and Curriculum Policy

Legislation

This policy is based on the Department for Education's (DfE's) statutory Careers guidance and access for education and training providers.

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent Skills and Post-16 Act 2022, which came into force on 1 January 2023. It explains that the foundation must provide a minimum of 6 encounters with technical education or training providers to all students in years 8 to 13.

Since the foundation currently provides for students up to Year 11, we offer 4 of these encounters.

For more detail on these opportunities, see our provider access policy statement, in Appendix I to this policy.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Schools must now secure independent careers guidance from year 7 (instead of from year 8, previously)

Roles and responsibilities

Future Possibilities Co-ordinator

Our Future Possibilities Co-ordinator works closely with the senior leadership team (SLT) and will:

- Take responsibility for developing, maintaining and reporting on the foundation's Future Possibilities programme
- Plan and co-ordinate Future Possibilities activities
- Support staff to build Future Possibilities advice and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with all staff, including the Head of Statutory Provision, as all our students are subject to an Education, Health and Care Plan, to identify their individual guidance needs and put in place personalised support and transition plans
- Work with the Head of Statutory Provision to:
 - Make sure they know which students are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform Future Possibilities advice
- Review the foundation's provider access policy statement at least annually, in agreement with the Chief Operating Officer on behalf of the Executive Board

Senior leadership team (SLT)

Our SLT will:

- Support the Future Possibilities programme
- Support the Future Possibilities Co-ordinator in developing their strategic plan
- Make sure the foundation's Future Possibilities Co-ordinator is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to students in all year groups about technical and vocational education qualifications, traineeships and apprenticeships, and set out arrangements for this in the foundation's provider access policy statement (Appendix I of this policy)
- Network with employers, education and training providers, and other careers organisations

The Executive Board

The Executive Director on behalf of the Executive Board will:

- take a strategic interest in future possibilities education and encourage employer engagement
- Ensure that independent careers guidance is provided to all students throughout their secondary education with the foundation and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of students
- Ensure that a wide and diverse range of education and training providers can access students in all year groups to inform them of approved technical education qualifications, traineeships and apprenticeships
- Ensure that details of the foundation's Future Possibilities programme and the name of the Future Possibilities Co-ordinator are published on the foundation's website
- Ensure that arrangements are in place for the foundation to meet the legal requirements of the 'Baker Clause', including that the foundation has published a provider access policy statement

The Omnia Foundation Future Possibilities programme

The foundation has an embedded careers programme that aims to inform and encourage students to consider their options post-16, and take steps to understand their choices and pathways. We provide statutory independent careers advice and guidance to students from the moment they join us, irrespective of year group.

Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks:

1. A stable careers programme with a Future Possibilities Co-ordinator
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to training, education and employment
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme aims to promote a full and diverse range of vocational, technical and academic options for students.

It is structured in a way that builds upon previous years, and the overarching aim is divided between year groups so that students are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including:

- Independence plans
- PSHE lessons
- Tailored opportunities for volunteering and work experience
- Supported visits to colleges and post-16 providers
- Guest speakers
- Attendance at careers events

A full overview of our Future Possibilities Programme can be found in Appendix III.

Monitoring & Review

This policy is monitored regularly by the Head of Foundation and reviewed annually by the Executive Director

Appendix I

The 6 encounters schools must offer to all students in years 8 to 13

Schools must offer 6 meaningful encounters with post-16 providers between Years 8 and 13.

Since the Omnia Foundation only takes students until Year 11, we provide 4 of those 6 encounters.

The Omnia Foundation must offer:

- 2 encounters for students during the 'first key phase' (year 8 or 9)
 - All pupils must attend
 - Encounters can take place any time during year 8, and between 1 September and 28 February during year 9
- 2 encounters for students during the 'second key phase' (year 10 or 11)
 - All students must attend
 - Encounters can take place any time during year 10, and between 1 September and 28 February during year 11

These encounters must happen for a reasonable period of time during the standard foundation day. The foundation can continue to provide complementary experiences, but encounters outside of regular hours won't count towards these requirements.

The foundation must ask each provider to provide the following information as a minimum:

- Information about the provider and the approved qualifications or apprenticeships they offer
- Information about what careers those qualifications and apprenticeships can lead to
- What learning or training with the provider is like
- Answers to any questions from students

Providers are asked to complete a form (Appendix II) when requesting an opportunity to meet with students or to provide a prospectus or similar literature for evaluation.

Meaningful provider encounters

The foundation is committed to providing meaningful encounters to all students.

1 encounter is defined as 1 meeting/session between students and 1 provider.

The foundation also supports meaningful live online engagement.

Student entitlement

All students in years 8 to 11 at the Omnia Foundation are entitled to:

- Find out about technical education and vocational qualifications and apprenticeship opportunities as part of our Future Possibilities programme, which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships, eg through careers fairs, open days and taster programmes
- Understand how to make applications for the full range of academic and technical courses

Management of provider access requests

Procedure

A provider wishing to request access should contact William Stock, Head of Statutory Provision.

Telephone: 01268 385 997

Email: w.stock@omniafoundation.co.uk

Opportunities for access

A number of events, integrated into our Future Possibilities programme, will offer providers an opportunity to come into the foundation to speak to students and/or an adult from their home setting.

Given the needs of our students, times for these encounters will need to be negotiated on a case-by-case basis.

Granting and refusing access

Once a provider has made a request for access, the Omnia Foundation will respond within 7 working days of receipt of the request.

Omnia Foundation staff will make every effort to support provider access as part of their endeavour to ensure that students have a wide and diverse range of encounters. However, access may be refused if the nature of the provision is deemed inappropriate, given the nature of their special educational needs.

Safeguarding

The Omnia Foundation Child Protection Policy outlines our procedure for checking the identity and suitability of visitors.

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

Premises and facilities

Once a provider request has been accepted, staff will discuss with the provider their needs for the encounter. This will include

- what facilities will be available to enable providers to access students, e.g. rooms, specialist equipment such as audio and visual devices
- the process for organising and agreeing which facilities can be used
- whether providers can leave prospectuses or other material for students to read
- any measures related to public health incidents, including COVID-19

Previous providers

Generally, it is the practice of the Omnia Foundation to escort students to visit providers rather than have on-site visits as events which involve large groups and unfamiliar faces can be distressing for the students and cause anxiety.

Below is a list of providers we have engaged with in the past:

CTP Training Academy (Witham and Harlow Campus)

Rayleigh Station Garden Volunteer Group (supervised work experience placement)

Phab Shop Rayleigh (Phab Life Charity No. 1178032)

Trust Links Charity

Castledon College

SEEVIC

Marketfield College

Student destinations

Last year, our year 11 students moved on to a range of providers in the local area after leaving us

Complaints

Any complaints related to provider access can be raised following the foundation's complaints procedure which can be found on our website or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

Appendix II

Provider Access Request for Contact Form

<p>Please provide information about you and /or your organisation and the approved qualifications or apprenticeships you offer</p>	
<p>Please provide information about what careers those qualifications and apprenticeships can lead to</p>	
<p>Please describe what learning or training with you and/or your organisation is like</p>	
<p>Please answer these questions from our students:</p>	
<p>Once this form is complete, please return it to [name], [job title]. Telephone: [telephone number] Email: [email address]</p>	

Appendix III

Future Possibilities Overview

Year 7	Independence Plan Year 8 - Formulated	Independence Plan Year 9 – Reviewed	Independence Plan Year 10 - Reviewed	Independence Plan Year 11 Reviewed
Work with student and induce settings around aspirations and hopes for the future attitudes to learning	Future Possibilities Passport started with Future Possibilities Co-ordinator	Future Possibilities Passport reviewed with Future Possibilities Co-ordinator	Future Possibilities Passport reviewed with Future Possibilities Co-ordinator	Future Possibilities Passport reviewed with Future Possibilities Co-ordinator
	Future Possibilities Co-ordinator to identify relevant providers, plan encounters and co-ordinate support	Future Possibilities Co-ordinator to identify relevant providers, plan encounters and co-ordinate support	Future Possibilities Co-ordinator to identify relevant providers, plan encounters and co-ordinate support	Future Possibilities Co-ordinator to identify relevant providers, plan encounters and co-ordinate support
	Future Possibilities Co-ordinator to plan bespoke opportunities for exposure to different workplaces	Future Possibilities Co-ordinator to plan bespoke opportunities for exposure to different workplaces	Future Possibilities Co-ordinator to plan bespoke opportunities for exposure to different workplaces	Future Possibilities Co-ordinator to plan bespoke opportunities for exposure to different workplaces
	Hub leads to work with Future Possibilities Co-ordinator to plan opportunities to explore construction pathways on-site (eg bricklaying, plastering, painting and decorating)	Hub leads to work with Future Possibilities Co-ordinator to plan opportunities to explore construction pathways	Hub leads to work with Future Possibilities Co-ordinator to plan opportunities to explore construction pathways on-site (eg bricklaying, plastering, painting and decorating)	Face-to-face meeting with Preparation For Adulthood practitioner Driving lessons offered Provisional driving licence supported
			Face-to-face meeting with Preparation For Adulthood practitioner	Work experience Volunteering
			Attendance at London Careers Fair - https://www.ukcareersfair.com/event/london-careers-fair	Supported visits to colleges and post-16 providers Attendance at local careers fair - linked to local secondary school

Appendix IV

<p>1. Gatsby Benchmarks and how the programme</p> <p><i>Employability skills and preparation for adulthood are taught through the Me, Myself and I curriculum.</i></p>	<p>Omnia Foundation addresses the an embedded programme of career education and guidance that is known and understood by students, home settings, staff, board members and employers.</p>	<p>Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it.</p> <p>The careers programme should be published on the school's website in a way that enables students, home settings, staff, board members and employers to access and understand it.</p> <p>The programme should be regularly evaluated with feedback from students, home settings, staff and employers as part of the evaluation process.</p>
<p>2. Learning from career and labour market information</p> <p><i>It is the responsibility of the Future Possibilities Co-ordinator to research and keep up-to-date with developments and changes in the labour markets local to students and its requirements</i></p>	<p>Every student and their home setting should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<p>By the age of 14, all students should have accessed and used information about future possibilities and the labour market to inform their own decisions on study options.</p> <p>Home settings should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>
<p>3. Addressing the needs of each student</p> <p><i>Each student has an independence plan and a Future Possibilities Passport which are reviewed and evaluated at the start of every academic year. Every student will have a 1-2-1 review with the Future Possibilities Co-ordinator as part of this review in order to plan appropriate experiences in the forthcoming year.</i></p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions.</p> <p>All students should have access to these records to support their career development.</p> <p>Schools should collect and maintain accurate data for each student on their education, training or employment destinations.</p>

<p>4. Linking curriculum learning to careers</p> <p><i>The mathematics, science and digital curricula are especially focused on applications to everyday life and employment opportunities.</i></p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<p>By the age of 14, every student should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</p>
<p>5. Encounters with employers and employees</p> <p><i>An overview of meaningful encounters with providers is available in Appendix III of this document</i></p>	<p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>	<p>Every year, from the age of 11, students should participate in at least one meaningful encounter* with an employer.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
<p>6. Experiences of workplaces</p> <p><i>It is the responsibility of the Future Possibilities Coordinator to plan and coordinate work experience opportunities with the rest of the Omnia staff</i></p>	<p>Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p>	<p>By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.</p>
<p>7. Encounters with further and higher education</p> <p><i>Opportunities for supported visits to a range of learning providers is outlined in Appendix III</i></p>	<p>All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<p>By the age of 16, every student should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students.</p> <p>By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>

<p>8. Personal guidance</p> <p><i>Every student will have a 1-2-1 session at least annually with the Future Possibilities Co-ordinator.</i></p> <p><i>In addition, local authorities will provide 1-2-1 sessions with Preparation for Adulthood Practitioners in either Year 10 or Year 11.</i></p> <p><i>The additional annual review of the EHCP in Year 9 addresses Future Possibilities and the Head of Statutory Provision and the Future Possibilities Co-ordinator will be heavily involved with the individual student's "My Views" aspects of the process.</i></p>	<p>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.</p>	<p>Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p>
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