

## Careers Education Information Advice and Guidance (CEIAG) Policy

<b>Policy Number</b>	EDE/POL/006	<b>Issue Date</b>	01/09/2025
<b>Issue Number</b>	002	<b>Author</b>	James Madine
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<b>Headteacher</b>	Jo Murray	<b>Regional Executive Headteacher/ Regional Director</b>	Robert Arrowsmith

### 1. Introduction

At Keys Group, our independent special schools provide a unique, safe, and supportive environment for pupils who have complex needs, emotional and behavioural difficulties, or who display challenging behaviour. Our Careers and Guidance Policy supports our commitment to preparing every pupil for their future beyond school, acknowledging the diverse and complex pathways our pupils may follow.

Our careers education and guidance programme is designed to be flexible, personalised, and progressive, ensuring that each pupil receives tailored support to build the skills, confidence, and knowledge needed for life after school, whether that be further education, training, employment, or meaningful community engagement.

### 2. Policy Aim and Scope

This policy aims to:

- Address the individual needs of all pupils, including those with SEND and complex needs.
- Deliver a planned, progressive, and personalised careers education programme from Year 7 onwards.
- Promote a culture of high aspirations and equality of opportunity
- Integrate careers learning across the curriculum, linking it to real-world skills and labour market information.
- Provide opportunities for meaningful work experience and encounters with employers, where appropriate.
- Support transition planning for further education, training, employment, or other post-school pathways.
- Develop employability, independence, and life skills essential for pupils' future success.

- Ensure impartiality in careers guidance, adhering to statutory requirements and ethical standards.
- Reduce the likelihood of pupils becoming NEET (Not in Education, Employment, or Training) after leaving school.
- Careers education and guidance will be closely linked to each pupil's EHCP outcomes and transition plans, ensuring personalised support that addresses individual aspirations, abilities, and barriers. Transition planning will be integrated into careers guidance to support smooth progression to post-16 education, training, or employment.
- The careers programme recognises the unique challenges faced by pupils with emotional, behavioural, and social difficulties. It provides tailored support, including flexible work experience opportunities, mentoring, and skills development, to overcome these barriers and promote positive outcomes.
- The careers programme is informed by the Gatsby Benchmarks to ensure best practice in careers education.

### **3. Careers Education and Guidance Delivery**

- Careers education will be embedded within PSHE/Employability and other relevant subjects, delivered by teachers, tutors, or support staff.
- Individualised guidance sessions will be provided regularly, tailored to each pupil's needs and aspirations.
- External independent careers advisers will be involved for all pupils, particularly for pupils in Years 10 and 11, to provide impartial advice and support.
- Schools will facilitate access to careers fairs, college visits, training providers, and employer engagement activities as appropriate and feasible.
- Special consideration will be given to pupils with EHCPs, looked-after children, and those with additional vulnerabilities to ensure personalised and effective support.

### **4. Roles and Responsibilities**

The governing board will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement

- Make sure that independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website

Careers Lead:

Our careers leader is Nicole Chow, and they can be contacted by phoning 07896557766 or emailing [nicole.chow@keyseducation.ac.uk](mailto:nicole.chow@keyseducation.ac.uk) Our careers leader will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities and the budget for these
- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
  - Make sure they know which pupils are in care or are care leavers
  - Understand their additional support needs
  - Make sure that, for LAC, their personal education plan can help inform careers advice
  - Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting pupils' career ambitions

- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils
- Review our school's provider access policy statement at least annually, in agreement with our governing board

### **Careers adviser**

- Our careers leader is Nicole Chow They will:
- Support pupils to make effective career decisions
- Work with the careers leader and SENCO to identify the needs of pupils with SEND and provide personalised support
- Contribute to the overall development and evaluation of the careers programme

### **Headteacher:**

- Work with the governing board to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Oversees policy implementation and ensures staff training and resource allocation.

### **Teachers, Tutors, and Support Staff:**

- Deliver careers education, support individual guidance, and embed employability skills across the curriculum.
- SENCO: Works closely with the Careers Lead to identify and support pupils with SEND and complex needs.
- External Careers Advisers: Provide impartial guidance and support transitions.

## **5. Training and Development**

- All staff involved in careers education and guidance will receive regular training and updates to maintain best practice and statutory compliance.
- Induction for new staff will include familiarisation with this policy and the careers programme.

## **6. Equality and Inclusion**

- Keys Group is committed to equality and diversity. Careers education and guidance will be inclusive, respectful, and tailored to meet the diverse needs of all pupils regardless of race, gender, disability, faith, or background.
- Reasonable adjustments will be made to ensure all pupils can access careers support.

## 7. Monitoring and Review

- The policy will be reviewed every 2–3 years, unless changes in legislation or best practice require earlier review.
- The Careers Lead will monitor and evaluate the effectiveness of the careers programme regularly, including pupil outcomes and engagement.
- Feedback from pupils, staff, and external partners will inform ongoing improvements.
- The policy will be reviewed annually or sooner if required by changes in legislation or practice.
- Regular feedback will be collected from pupils, families, and employers involved in work experience or engagement activities. This feedback will be used to evaluate and continuously improve the careers programme, ensuring it meets the diverse needs of pupils, especially those with SEND and complex behavioural needs.
- The effectiveness of the careers programme will be measured through clear success indicators, including:
  - The percentage of pupils progressing to positive post-school destinations (further education, employment, or training).
  - The proportion of pupils achieving personalised career and employability targets aligned with their EHCP outcomes.
  - Levels of pupil engagement and satisfaction with careers activities, gathered through regular feedback surveys.

### **Appendix A: Careers Lead Contact Details**

Careers Lead Name: Kelly Wilshire

Job Title: Careers Lead / Coordinator

Email Address: [Kelly.Wilshire@keyseducation.ac.uk](mailto:Kelly.Wilshire@keyseducation.ac.uk)

Telephone Number: 01945 860 055

Office Location: Begdale House school

### **Role Summary:**

The Careers Lead is responsible for coordinating the delivery of the careers education and guidance programme, managing relationships with external providers, supporting staff, and ensuring that all pupils receive personalised and impartial careers support.

## Appendix B: Local Careers Programme Overview

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

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

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each young person
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any institution, education or career path, and promotes a full range of technical and academic options for pupils. We consider the best interests of the pupil to whom the career guidance is given.

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

Every pupil will receive at least 1 personal guidance meeting with a careers adviser by age 16.

Our careers programme is delivered through several methods, including

Year Group	Careers Education Focus	Key Activities and Opportunities	External Engagements
<b>Year 7</b>	Dreams and Goals Can my choices affect my dreams and goals?	PSHE lessons on aspirations, skills audits	Visits from local professionals  Pizza express experience
<b>Year 8</b>	Dreams and Goals Can the choices I make now influence my future?	Workshops on different sectors, employer talks	ADHOC workshops – differing each year

Year Group	Careers Education Focus	Key Activities and Opportunities	External Engagements
<b>Year 9</b>	<p>Dreams and Goals</p> <p>Who do I dream of becoming?</p>	<p>Project work linked to vocational options</p>	<p>College and training provider visits</p> <p>ADHOC workshops – differing each year</p>
<b>Year 10</b>	<p>Dreams and Goals</p> <p>Is success only possible when physical and emotional needs are in balance?</p> <p>Work experience placements, career pathways planning</p> <p>Alternative provision offer such as Open Road and St Ed's currently used</p> <p>Enterprise project – teamwork raising money in school for year 11 trip</p> <p>Occupational studies – Teamwork, time management and Problem solving in the world of work.</p>	<p>Individual guidance meetings, careers fairs</p>	<p>External independent careers adviser sessions</p>
<b>Year 11</b>	<p>Dreams and Goals</p> <p>Can I rely on myself to achieve my goals or do I need luck or destiny?</p> <p>Transition planning, preparing for post-16 options</p> <p>Employability Level 1 Award course</p> <p>Alternative provision offer such as Open Road and St Ed's currently used</p>	<p>CV writing workshops</p> <p>Looking at living independently</p> <p>Dealing with your first day at work</p>	<p>Supported visits to colleges and training providers</p>

Year Group	Careers Education Focus	Key Activities and Opportunities	External Engagements
	<p>Enterprise project – teamwork raising money in school for year 11 trip</p> <p>Occupational studies – Teamwork, time management and Problem solving in the world of work</p> <p>Developing interpersonal skills</p>		

***Note: This table should be adapted to reflect the specific opportunities and resources available at each school.***

## **Appendix C: Local Partnerships and Providers**

### **Colleges and Training Providers:**

- College of West Anglia – Kristine Broughton
- Open Road – Amanda Bowie

### **Employers and Work Experience Providers:**

- Magpie pie centre – Abbie WNRDA Admin

### **Careers Advisory Services:**

- Claire Bellham – College of West Anglia

***Note: Maintain and update this list regularly to ensure current and relevant partnerships.***

## **Appendix D: SEND and Vulnerable Pupils Support Plan**

### **Identification and Assessment:**

- Work with SENCO and key workers to identify pupils with special educational needs or disabilities (SEND), looked-after children, care leavers, and other vulnerable groups.
- Review EHCPs and personal education plans to inform careers guidance.

### **Personalised Support:**

- Provide tailored careers advice and guidance that considers each pupil's abilities, interests, and needs.
- Develop transition plans collaboratively with families, social workers, and external agencies.
- Use accessible resources and communication methods appropriate to each pupil.

### **Monitoring and Review:**

- Regularly review the progress and engagement of vulnerable pupils in careers activities.
- Adjust support plans as needed to respond to changing needs or circumstances.
- Use the careers compass tool to review the careers provision against the Gatsby benchmarks

**Careers Programme Evaluation Form:**

- What careers activities did pupils find most useful?
- How effectively does the programme meet the needs of pupils with SEND and other vulnerabilities?
- Are pupils progressing towards positive post-school destinations?
- What improvements can be made to the careers programme?

**Staff Feedback Template:**

- Are staff confident in delivering careers education?
- What additional training or resources are needed?
- How well do staff collaborate with external providers?