



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

<b>Policy Number</b>	EDE/POL/006	<b>Issue Date</b>	01/09/2025
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### 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.

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### 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.
- 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, Citizenship, 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**

- **Careers Lead:** Coordinates the careers programme, manages resources and budgets, liaises with external partners, and supports staff.
- **Headteacher:** 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: Ryan Barlow

Job Title: Assistant Head

Email Address: Ryan.Barlow@keyseducation.ac.uk

Telephone Number: 01226 744 870

Office Location: Park 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

<b>Year Group</b>	<b>Careers Education Focus</b>	<b>Key Activities and Opportunities</b>	<b>External Engagements</b>
<b>Year 7</b>	Introduction to careers, self-awareness, skills identification	PSHE lessons on aspirations, skills audits	Visits from local professionals
<b>Year 8</b>	Exploring career options, understanding the world of work	Workshops on different sectors, employer talks	Work experience taster sessions (where appropriate)
<b>Year 9</b>	Linking curriculum to careers, developing employability skills	Project work linked to vocational options	College and training provider visits
<b>Year 10</b>	Work experience placements, career pathways planning	Individual guidance meetings, careers fairs	External independent careers adviser sessions
<b>Year 11</b>	Transition planning, preparing for post-16 options	Mock interviews, CV writing workshops, post 16 visits, Individual guidance meeting	Supported visits to colleges and training providers



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

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

- Barnsley College – Contact: 01226 216 123
- Wakefield College – Contact: 01924 789789

### **Careers Advisory Services:**

- Local Authority Careers Service Barnsley TiAG – Contact: Katie Walker



## **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 takes into account 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.