



Careers Education Information Advice and Guidance (CEIAG) Policy

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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.

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.



- ### 3. Careers Education and Guidance Delivery

- ## 4. Roles and Responsibilities

- ## 5. Training and Development

- CEIAG Policy - EDE.POL.006



- 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: Local Careers Programme Overview

Year Group	Careers Education Focus	Key Activities and Opportunities
Year 7	Introduction to careers, self-awareness, skills identification	Career focused PSHE lessons/unit – ‘Dreams and Goals’
Year 8	Exploring career options, understanding the world of work	Career focused PSHE lessons/unit – ‘Dreams and Goals’
Year 9	<p>Linking curriculum to careers, developing employability skills</p> <p>GCSE options and deciding on pathways</p> <p>Understanding qualifications (GCSE, BTEC, Functional Skills).</p> <p>Matching personal strengths to future careers</p> <p>Identify the kind of jobs learners might like to do when they are older and to recognise a variety of routes into careers (e.g. college, apprenticeship, university) through ‘Dreams and Goals’</p>	Career focused PSHE lessons/unit – ‘Dreams and Goals’
Year 10	<p>Career pathways planning</p> <p>Focused curriculum around accreditation outcomes that will provide pathway to different career options</p>	<p>Individual guidance meetings, careers fairs, college visits</p> <p>External independent careers adviser sessions</p> <p>Taster sessions at local college</p>



Year Group	Careers Education Focus	Key Activities and Opportunities
Year 11	Transition planning, preparing for post-16 options	<p>Mock interviews, CV writing, work experience</p> <p>Careers fairs, college visits, college interviews</p> <p>External independent careers adviser sessions</p>



Appendix B: Monitoring and Evaluation Tools

Pupil Name	Year Group	Careers Activities Attended	Individual Guidance Sessions	Work Experience Placement	Post-School Destination Plan	Notes
[Insert]	[Insert]	[List activities]	[Dates and notes]	[Details]	[Plan]	[Comments]

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?

Appendix C: Local Partnerships and Providers

East Lancashire Colleges & Training Providers

Nelson and Colne College - Part of ELLG; offers further education, adult learning, apprenticeships, higher education - 01282 440 200 (main switchboard) - enquiries@nelsongroup.ac.uk

Accrington and Rossendale College - Now under ELLG; provides FE, training, apprenticeships and HE - 01254 389 933 (main campus number) enquiries@nelsongroup.ac.uk (group enquiries) and StudentServices@eastlancslearning.ac.uk (student services / support)

Burnley College - FE college in Lancashire - 01282 733 373 - s.services@burnley.ac.uk

Blackburn College - Major FE provider in region, offering a wide variety of courses including apprenticeships, adult courses, vocational training. 01254 292 929 (The Hub / main enquiries) - thehub@blackburn.ac.uk (The Hub / student services)



Employers & Work Experience Providers:

Education Business Partnership (NW) Ltd, Oswaldtwistle Mills Business and Conference Centre, Clifton Mill, Pickup Street, Oswaldtwistle, Lancashire, BB5 0EY

Tel: 01254 433390

Careers Advisory Services:

Lancashire Careers Hub (run by Inspira)

Offers careers & employability advice across region — for young people (school/college), adults, over-50s; supports transitions from education to work; provides labour-market info, employer links, guidance for jobseekers.

General contact: 01931 711 30

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 help 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.