



Careers Education, Information, Advice and Guidance (CEIAG) policy

1. Intent – Our Vision and Rationale

Our Careers Education, Information, Advice and Guidance (CEIAG) programme is designed to equip all students with the knowledge, skills, and confidence required to achieve successful and sustainable adult outcomes. The programme is intended to ensure that every student:

- Develops the knowledge, skills and confidence to make informed decisions
- Is prepared for meaningful employment, independent living and community participation
- Achieves aspirational and realistic outcomes aligned to their EHCP and Preparation for Adulthood (PfA) outcomes
- Accesses impartial, high-quality careers guidance and employer encounters
- Experiences a progressive, personalised pathway from early awareness through to employment readiness

We are committed to raising aspirations, reducing the risk of students becoming NEET, and promoting equality of opportunity for all students.

2. Scope

This policy applies to all students in Years 7–14, and to all staff, governors, external education and training providers, and employers involved in the delivery of CEIAG within the school.

3. Statutory Compliance and Frameworks

This policy is informed by, and aligned with, the following statutory guidance and frameworks:

DfE statutory guidance and the Skills and Post-16 Education Act 2022

The 8 Gatsby Benchmarks

The SEND Code of Practice (2015)

The Preparation for Adulthood (PfA) framework

4. Leadership and Management

The Transition Coordinator holds responsibility for CEIAG and is line managed by the Deputy Headteacher who has overall strategic responsibility.

Core responsibilities of the Transitions Coordinator include:

- Planning and quality assurance of the careers programme
- Coordination of external partners
- Monitoring impact using Compass+, destination data, and stakeholder feedback
- Reporting to Senior Leadership Team

The school benefits from a partnership with a Careers & Enterprise Company (CEC) adviser and active involvement in regional employment forums.

5. The Careers Programme – Implementation

Our careers provision is **sequenced and progressive** across all key stages:

Key Stage	Focus
KS2–KS3	Awareness of jobs, skills and aspirations
KS4	Career exploration, employer encounters, decision-making
KS5	Work readiness, supported internships, independence

All learning is differentiated to meet individual needs through visual supports, structured experiences, and personalised targets.

Gatsby Benchmark Delivery

The school delivers all eight Gatsby Benchmarks through a structured and progressive programme that includes:

- Careers curriculum integrated across subjects
- Up-to-date Labour Market Information (LMI) adapted for accessibility
- Targeted additional support with personalised career pathways
- Employer encounters and workplace visits at every stage
- Work experience and supported internships
- Encounters with FE, HE and training providers
- Personal careers guidance (minimum 1:1 sessions)

Provision is tailored to meet the needs of students by:

- Linking careers outcomes directly to EHCP targets and annual reviews
- Embedding Preparation for Adulthood (PfA) outcomes
- Providing access to supported employment models
- Offering real-world experiences with structured support

6. Careers Guidance

All students are entitled to independent and impartial careers guidance, including:

- A minimum of one-to-one careers interviews at key transition points

- Access to a Level 6 qualified Careers Adviser
- Action planning and follow-up support

Careers guidance is recorded, monitored, and reviewed to ensure progression.

7. Employer Engagement Strategy

The school maintains an employer engagement plan to ensure:

- Regular, meaningful encounters with employers
- Alignment between curriculum learning and workplace skills
- Opportunities for real workplace experiences and supported internships
- Key partners include local employers, training providers, higher education institutions, and supported employment organisations.

8. Family Engagement

The school engages families through:

- Information events and transition planning meetings
- EHCP review processes linked to career planning
- Regular communication about options, pathways and support

9. Impact and Outcomes (Monitoring and Evaluation)

The effectiveness of the CEIAG programme is evaluated through:

- Compass+ benchmarking (termly)
- Student voice and feedback
- Employer and partner evaluations
- Destination data of leavers, including sustained placements.

Success indicators include:

- Increased progression into supported internships, apprenticeships or education
- Reduction in NEET figures
- Improved student confidence, independence and employability skills
- Every student will leave Abbots Lea with an appropriate offer of education, employment or training.

Evaluation of these outcomes informs annual improvement planning.

10. Provider Access

In accordance with statutory requirements, all students will have access to:

- Information on technical education and apprenticeships
- Encounters with a range of education and training providers
- Support in understanding application processes

A Provider Access Statement will be maintained and published on the school website, setting out:

- How providers can request access
- The range of opportunities available
- The grounds on which requests may be refused (e.g., safeguarding or timetable constraints)
- All provider encounters will be recorded and quality assured.

11. Equality and Inclusion

Abbot's Lea School is committed to ensuring that all careers provision is inclusive, equitable, and responsive to individual need. This includes:

- Tailored support for students
- Collaboration with other agencies where appropriate
- Individual and personalised next destinations plans that are regularly reviewed
- Specialist guidance for families of our students

The school is committed to promoting equality of access for all students, challenging stereotypes and raising aspirations.

This policy is compliant with the Equality Act 2010.

Appendix A: Termly Careers Programme Overview

This appendix provides termly overview of Our CEIAG programme for Years 7–14.

Phase	Autumn Term	Spring Term	Summer Term
Years 7–8	Introduce the world of work through themed classroom learning, role play, and employer-themed enrichment. Begin identifying strengths, interests, and aspirations with accessible activities.	Explore different jobs and workplaces through visits, visitors, and adapted labour market information. Link curriculum learning to everyday work roles and community participation.	Reflect on learning through pupil voice, simple action targets, and celebration of progress. Involve parents and carers through transition conversations and careers information sharing.
Years 9–10	Review aspirations and pathways through annual review preparation, option discussions, and personal guidance. Introduce employability skills, workplace behaviour, and vocational tasters.	Provide employer encounters, workplace visits, enterprise activity, and curriculum-linked projects. Use personalised support to help students understand local opportunities, technical routes, and supported pathways.	Deliver work-related learning, preparation for work experience, and transition planning. Record intended next steps and update individual careers action plans.
Years 11–12	Offer targeted guidance on post-16 and post-18 options, including colleges, training providers, supported internships, and apprenticeships where appropriate. Engage parents and carers in informed decision-making.	Support applications, provider encounters, interviews, and transition visits. Develop independent travel, communication, and self-advocacy skills linked to Preparation for Adulthood outcomes.	Review destinations, confirm progression plans, and provide focused transition support. Capture destination intentions and any additional support required for successful progression.
Years 13–14	Refine long-term goals with a strong focus on employment readiness, independence, and community participation. Deliver personalised careers guidance and supported planning for the next stage.	Provide extended workplace experiences, supported internship preparation, and encounters with adult services or employment support agencies where relevant. Review readiness for transition in partnership with families and professionals.	Finalise destination plans, transition documentation, and handover arrangements. Celebrate achievement and ensure each student leaves with a clear and appropriate next-step offer.

This example programme is delivered alongside careers guidance, employer engagement, provider access, and regular monitoring so that provision remains aligned with the Gatsby Benchmarks and Preparation for Adulthood outcomes.