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

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Section 1 – Supporting Documents

This policy connects to:

- SEND policy
- PSHE & RSHE policy
- Curriculum policy
- School's arrangements for looked after children

Related policies are held within Radar in the school's policy folder

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Section 2 – Introduction

At Snow Hill School, we believe that every pupil, whatever their needs or starting point, is entitled to high-quality careers education that opens doors rather than closing them. We are a special school community and many of our pupils follow complex and individual pathways. Our careers provision is personalised, ambitious and built on the belief that every young person can move on to a positive and fulfilling destination. This policy sets out how we prepare pupils for life after school and the standards we hold ourselves to.

Section 3 – Aim & Scope

This policy applies to all staff, pupils, parents and carers, and the external partners who support careers provision at Snow Hill School. It aims to:

- give every pupil access to accurate, up to date and impartial careers guidance that helps them make informed choices and fulfil their potential.
- deliver a planned and progressive careers programme from Year 7 onwards that matches each pupil's needs, aspirations and stage of development.
- link careers learning to the curriculum, to real world skills and to current labour market information.
- provide meaningful encounters with employers and the workplace, and access to further education, higher education and training providers.
- support smooth transition into post 16 and post 18 education, employment or training, reducing the risk of any pupil becoming not in education, employment or training.
- tie careers guidance closely to each pupil's EHCP outcomes and preparing for adulthood planning.

Section 4 – Abbreviations and Definitions

- CEIAG means careers education, information, advice and guidance.
- The Gatsby Benchmarks are the eight national benchmarks of good career guidance that Snow Hill School uses to plan and evaluate its provision.
- Preparing for adulthood means the planning that supports pupils with SEND towards employment, independent living, good health and community inclusion, beginning in the EHCP review from Year 9.
- NEET means not in education, employment or training.

Section 5 – Policy Content

5.1 Principles and Approach

We hold high aspirations for every pupil - we do not limit a young person's horizons because of their needs or history.

Our guidance is impartial - we act in the pupil's best interests, not in the interests of any particular provider or pathway.

Provision is personalised - we plan around each pupil's strengths, interests, EHCP outcomes and barriers.

Careers learning is progressive and starts early - building year on year from Year 7.

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We work in partnership with families, employers, colleges and external advisers, - because good transitions are built together.

5.2 Our Careers Programme

The Gatsby Benchmarks

At Snow Hill School, we use the eight Gatsby Benchmarks to plan and measure the quality of our careers provision. We review our position against each benchmark at least annually and use the findings to improve.

A progressive programme

Careers learning runs from Year 7 to post 16 and builds year on year. It is adapted to each pupil's needs and stage of development.

- In Years 7 to 9, pupils build self-awareness, explore the world of work and begin to link the curriculum to careers.
- In Years 10 and 11, pupils take part in individual guidance meetings, work related learning and supported encounters with employers and providers, and begin detailed transition planning.
- Post 16, the focus is progression into further education, employment, training or a supported pathway, with personalised support and provider liaison.

Impartial guidance and provider access

Every pupil has access to impartial careers guidance, including support from a qualified external careers adviser, particularly in Years 10 and 11. We give providers of further and technical education and apprenticeships opportunities to talk to pupils about their offer.

Encounters with employers and the workplace

We arrange meaningful encounters with employers and experiences of the workplace, adapted to each pupil's needs. Where a traditional placement is not appropriate, we use supported, flexible and in school alternatives so that no pupil is left out of work-related learning.

Pupils with SEND and other vulnerable groups

Careers guidance is tied to each pupil's EHCP outcomes and preparing for adulthood planning, which begins in the Year 9 review. We give particular attention to pupils with EHCPs, looked after children, care leavers and other vulnerable pupils, working with the SENCO, families, social workers and external agencies to plan transitions and to use accessible resources and communication. Careers guidance will be delivered in accessible formats appropriate to pupils' communication, cognition and sensory needs.

5.3 Recording, Monitoring and Reporting

Pupil careers activity, guidance meetings and destinations are recorded on Arbor. We track the destinations of leavers and review the proportion progressing to positive post 16 and post 18 outcomes. The careers lead evaluates the programme at least annually against the Gatsby Benchmarks

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and pupil outcomes, and reports to the headteacher and the proprietor and governors. The school seeks to track destinations for at least one year following transition wherever this information is available.

5.4 Equality and Inclusion

At Snow Hill School, this policy is applied fairly and without discrimination, in line with the Equality Act 2010. We monitor the impact of this policy on pupils with protected characteristics and adapt our practice to remove disadvantage. Any concern that this policy disadvantages a pupil or group should be raised with the headteacher.

Section 6 – Responsibilities

6.1 Pupils

Pupils engage with careers activities, guidance meetings and work-related learning, and share their aspirations and views so that support can be shaped around them.

6.2 Staff

Staff embed careers learning in their teaching where relevant, support pupils through guidance and transition, and help maintain a culture of high aspiration.

6.3 Leadership

The headteacher ensures this policy is implemented, that staff are trained, and that the programme is resourced and evaluated. The careers lead completes and reviews the Compass+ evaluation tool annually.

6.4 Governance

The proprietor and governors provide oversight of careers provision, monitor pupil destinations and hold leaders to account for the quality of the programme.

6.5 Parents and carers

Parents and carers work in partnership with the school, take part in transition and EHCP reviews, and support their child to engage with careers activities.

6.6 Named leads

The named lead for careers at Snow Hill School is Lauren Isom. The named SENCO is Sara Halden-Evans, who works with the careers lead to support pupils with SEND.

Section 7 – Training Requirements

Staff involved in careers receive training to keep their practice current and compliant, and new staff cover this policy and the careers programme at induction. The careers lead maintains the professional knowledge needed for the role.

Section 8 – Equality Impact Statement

All policies will be developed and implemented in a manner that promotes equality, diversity, and inclusion, ensuring fair and equitable treatment for all individuals. Policies must align with relevant equality legislation and reflect the expectations and standards set by our regulatory bodies. They will

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demonstrate a commitment to eliminating discrimination, advancing equality of opportunity, and fostering an inclusive environment that respects and values the diverse needs, backgrounds, and experiences of those we support, as well as our workforce.

Section 9 – Sources of Information / References

This policy reflects current statutory guidance and legislation, including:

- The Education (Independent School Standards) Regulations 2014, standard 2(2)(e), which requires that pupils receiving secondary education have access to accurate, up to date careers guidance that is presented impartially, enables informed choices about a broad range of options and helps them fulfil their potential.
- Independent School Standards: guidance for independent schools (DfE, April 2026), which confirms that this standard applies to pupils aged 12 and over and that a written careers policy and supporting materials are required.
- The Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years (2015), on preparing pupils with SEND for adulthood and reviewing EHCP outcomes from Year 9.
- Careers guidance and access for education and training providers (DfE statutory guidance, May 2025) and the updated Gatsby Benchmarks adopted from September 2025, which Snow Hill School follows as best practice.
- The Equality Act 2010, including the duty to make reasonable adjustments so that all pupils can access careers support.

Section 10 – Version Control

This document can be found in Radar.

This policy is reviewed annually, or sooner if legislation or statutory guidance changes. The next review date and version history are recorded in the control table above. The named owner for review at Snow Hill School is the headteacher.

Section 11 – Appendices

Appendix A – School Specific Information

Appendix B – Careers Programme Overview

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Appendix A – School Specific Information

At Snow Hill School, the following local arrangements apply:

- The named careers lead and SENCO, with their contact details:
    - Careers lead – Amy Dolan
    - SENCO – Sara Halden-Evans

- The external careers adviser or service used by the school:
    - TIAG for Stoke on Trent
- Local colleges, training providers and employer partners:

    Local Colleges
    - Stoke on Trent College
    - Newcastle under Lyme College

    Training providers
    - Martec Training
    - Regent College

    Employer Partners
    - PM Training
    - Keys apprenticeship programme
    - The Grange school – work experience

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Appendix B – Careers Programme Overview

This is the school's stage by stage careers programme. The Head adapts it to reflect the opportunities and resources available at Snow Hill School.

Year Group	Careers Focus	Key Activities	External Engagement
Year 7	Introduction to careers, self-awareness, skills identification	PSHE lessons on aspirations, skills audits	Visits from local professionals
Year 8	Exploring career options and the world of work	Workshops on different sectors, employer talks	Work experience taster sessions where appropriate
Year 9	Linking the curriculum to careers, employability skills	Project work linked to vocational options	College and training provider visits
Year 10	Work experience and career pathway planning	Individual guidance meetings, careers fairs	External careers adviser sessions
Year 11	Transition planning and post 16 options	Mock interviews, CV writing workshops	Supported visits to colleges and providers
Post 16	Progression into education, employment or training	Personalised support, employability skills	Liaison with employers and apprenticeship providers

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