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

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		Applicable Services:	Education
Contributors	Rob Arrowsmith		
Mandatory Policy	No		
Note	This policy must not be amended without prior approval of the Education Director		

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1. Supporting Documents

This policy connects to the SEND policy (EDU.POL.022), the PSHE & RSHE policy (EDE.POL.003), the Curriculum policy (EDU.POL.008) and the school's arrangements for looked after children.

Related policies are held within RADAR in the School's policy folder.

2. Introduction

At Liverpool Progressive 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.

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3. Aim & Scope

This policy applies to all staff, pupils, parents and carers, and the external partners who support careers provision at Liverpool Progressive 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 is matched to 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.

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 Liverpool Progressive 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.

5. Policy Content

5.1 Principles and Approach

We hold high aspirations for every pupil and 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.

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

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5.2 Our Careers Programme

The Gatsby Benchmarks

At Liverpool Progressive 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

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at least annually against the Gatsby Benchmarks 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 Liverpool Progressive 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.

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 Liverpool Progressive School is Sarah Jones: Assistant Headteacher. The named SENCO is Alex Harvey, who works with the careers lead to support pupils with SEND.

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.

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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 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.

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 Liverpool Progressive School follows as best practice.
- The Equality Act 2010, including the duty to make reasonable adjustments so that all pupils can access careers support.

10. Version Control

This document can also be found in Radar. This policy is reviewed annually, or sooner if legislation or statutory guidance changes. The named owner for review at Liverpool Progressive School is the headteacher.

11. Appendices

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11.1 Appendix A: School-Specific Annex

At Liverpool Progressive School the following local arrangements apply:

Careers Lead Name: Sarah Jones
Job Title: Careers Lead/ Assistant Head Teacher
Email Address: sarah.jones@keyseducation.ac.uk
Telephone Number: 0151 525 4004 ext:5222
Office Location: Beech Area at LPS

Role Summary:
The careers lead is responsible for coordinating the delivery of the career's education and guidance programme, managing relationships with external providers, supporting staff, and ensuring that all pupils receive personalised and impartial careers support.

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Year	Provision plan Careers	Provision plan 14+ stage	Gatsby Benchmarks	Subjects	Events/ Enrichment
7 to 9	Labour Market Dreams and Goals (Jigsaw curriculum) Meet with Careers Adviser at least once (Careers Connect – Lisa Kirkham) National apprenticeship week National Careers week Enterprise (Xmas markets) Termly access to schools' live careers page. (link sent home to parents/carers) https://jobsliveuk.com/partner/liverpool-progressive-school/ College Visit (Riverside Foundations College) All Students who can access Get Connected - Use their Keys Education email address.	Life skills – understanding skills set. Term 1 Money matters. Term 2 Observation from careers advisor and group work at least once. National apprenticeship week National Careers week Enterprise (Xmas markets) (link sent home to parents/carers) https://jobsliveuk.com/partner/liverpool-progressive-school/ Visit a college (Riverside Foundations College) All Students who can access Get Connected - Use their Keys Education email	1, 2, 3, 4, 8	PSHE, 14+ Semi-formal, SMSC – All Subject links in planning	Careers Adviser visit (Spring 1 & Summer 1) Staff Careers CPD held by Careers Connect sessions STEAM digital conference in Liverpool for Y7-9 International Women's Day (cross curricular) School Careers Day (November) The Army Foundation College (AFC) Live assembly - (January) STEM Live assembly with Q&A Warrington Careers fair National Apprenticeship week

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	Please record their access in their planning.	address. Please record their access in their planning.			STEM live assembly Literacy Trust with Q&A National Careers week. March (cross curricular links) Emergency Service visit – Opportunity to ask questions about their career paths/skills. First Aid training (PSHE) Subject Careers Day – How does your subjects help you for your future?
10 to 11	Careers Aiming High – Dreams and Goal (Jigsaw Curriculum) My World of Work Careers, jobs and sectors Writing CV and knowing my Skills. Work experience (application and job interview roleplay) and Independence in the home (years 10 and 11 Summer 1, Year 12, 13, 14 Summer 2) College visit summer term year 10 and Autumn 1 year 11	14+ stage Using Equals curriculum and EHCP Longterm Goals Identifying and recognising signs in the community. Accessing Transport Independence in the home Independence in the community (accessing the emergency services) Money Matters Work experience (internal opportunities) link sent home to parents/carers).	3, 4, 5, 6, 7, 8	PSHE, 14+ Semi-formal, SMSC – Subject links in planning	

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	Students who are ready to leave for FE to have Transition lessons, Preparing for Adulthood (SaLT and OT intervention) Enterprise (xmas markets) *Meet the careers adviser Summer term 1 Y10* *Meet the careers adviser Summer term 1 Y11* (link sent home to parents/carers) https://jobsliveuk.com/partner/liverpool-progressive-school/ All Students who can access Get Connected - Use their Keys Education email address. Please record their access in their planning.	https://jobsliveuk.com/partner/liverpool-progressive-school/ *Careers adviser in both Y10 and 11* *Group Observation done by careers adviser Summer 1 of transition out year.* *Meeting with careers adviser Summer 1 of transition out year* All Students who can access Get Connected - Use their Keys Education email address. Please record their access in their planning.			
12 to 14 (Transitions for FE/Adulthood)	English - BTEC L1 Introductory award Progression – Spring 1 Semi-formal Life Skills – Preparing for adulthood. (work with OT and SaLT) Transition plan into adult learning/FE Work experience – disability confident employers through Careers Connect and Liverpool LA College/ visit Autumn 1 Year 12	Informal Life skills – Preparing for adulthood. (Work with OT and SaLT) Transition plan into adult learning/FE (meetings with MDT, LA, Social worker and advocates when necessary) **16+** HT1 - Identifying and recognising signs in the community.	3, 4, 5, 6, 7, 8	English 16+ semi-formal/Informal (depending on age and stage)	

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	College visit Autumn 1 Year 13 Final college visit Autumn 2 ready for transition days. **Careers** Aiming High HT2 - My world of Work HT3-Careers, jobs and sectors HT4 -Writing CV and knowing my Skills. HT5 and 6 -Work experience (application and job interview roleplay) and Independence in the home (years 10 and 11 Summer 1, Year 12, 13, 14 Summer 2) College visit HT5 Students who are ready to leave for FE to have Transition lessons, Preparing for Adulthood (SaLT and OT intervention) Enterprise (Xmas markets) *Meet the careers adviser summer term 1 Y12* *Meet the careers adviser summer term 1 Y13 ready for transition plan*. All Students who can access Get Connected - Use their Keys Education	HT2 - Accessing Transport HT3 - Independence in the home HT4 - Independence in the community (accessing the emergency services) HT5 - Money Matters HT6 - Work experience (internal opportunities) (link sent home to parents/carers) College visit HT5 Students who are ready to leave for FE to have Transition lessons, Preparing for Adulthood (SaLT and OT intervention) Enterprise (Xmas markets) *Meet the careers adviser Spring term 1 Y12* *Meet the careers adviser Spring term 1 Y13 ready for transition plan*.			

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	email address. Please record their access in their planning.	All Students who can access Get Connected - Use their Keys Education email address. Please record their access in their planning.			

Local Partnerships and Providers
Colleges and Training Providers:

- Riverside Foundations Campus– Contact: Cath.Mannion@riversidecollege.ac.uk
- Liverpool City College– Contact: 0151 252 3000
- enquiry@liv-coll.ac.uk
- Activate - **Phone:** 0151 545 1279 | **Email: info@activateces.org.uk**

Employers and Work Experience Providers:

- McDonalds– Sector: Hospitality– Contact: 11-59 High Road, East Finchley London, N2 8AW. (0)370 524 4622.
- Careers Connect – Sector: Customer services/admin– Contact: Carmel.skidmore @careersconnect.org.uk / lisa.kirkham@careersconnect.org.uk

Careers Advisory Services:

- Independent Careers Adviser careers Connect– Contact: lisa.kirkham@careersconnect.org.uk
- Local Authority Careers Service – Contact: Liverpool Careers, Merseyside.com Liverpool Careers Advice

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

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Appendix B: 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.

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Appendix C: Monitoring and Evaluation Tools

The Careers Lead at Liverpool Progressive School evaluates the programme using:

- Destinations data, the proportion of leavers progressing to education, employment or training.
- Progress against each pupil's personalised careers and EHCP outcomes.
- Pupil, family and employer feedback on careers activities.
- An annual review of the school's position against each Gatsby Benchmark.

The Careers Lead uses this template to evaluate individual progress:

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?

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