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

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Contributors	Rob Arrowsmith		
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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 The Acres, 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.

3. Aim & Scope

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This policy applies to all staff, pupils, parents and carers, and the external partners who support careers provision at The Acres. 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 The Acres 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.

5.2 Our Careers Programme

The Gatsby Benchmarks

At The Acres, 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

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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 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 The Acres, 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

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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 The Acres is Robyn Taylor SENDCo 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.

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

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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 The Acres 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 The Acres is the headteacher.

11. Appendices

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11.1 Appendix A: School-Specific Annex

The school's Careers Leader is Robyn Taylor.

Contact Details:
Robyn Taylor
Email: robyn.taylor@keyseducation.ac.uk

The Careers Leader is responsible for:

- Strategic oversight of the school's careers programme.
- Monitoring compliance with the Gatsby Benchmarks.
- Coordinating employer encounters, college visits and careers events.
- Ensuring careers education is fully accessible to all pupils, including those with SEND, SEMH needs and EHCPs.
- Monitoring destination data and post-16 progression.
- Working collaboratively with families, local providers and external advisers to secure successful transitions.

The SENDCo for The Acres independent school is Robyn Taylor.

Contact Details:
Robyn Taylor
Email: robyn.taylor@keyseducation.ac.uk

As SENDCo Robyn Taylor also ensures that:

- Careers guidance is tailored to pupils' individual needs, strengths and aspirations.
- EHCP outcomes relating to preparation for adulthood are incorporated into careers planning.
- Additional support and reasonable adjustments are provided to enable pupils to access careers education, guidance interview, visits and work-related learning opportunities.
- Careers information is provided in accessibly and differentiated formats where required.

External Careers advice and guidance

Contact Details: The Acres independent School recognises the importance of impartial and independent careers guidance. The school works with the following external careers services and providers:

National Careers Service

The National Careers Service provides impartial careers advice, information and guidance for young people and families.

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Website: National Careers Service

Independent Careers Adviser

Jane SuccessFilly
Registered Career Development Professional

Jane works alongside the school to:

- Deliver impartial careers guidance.
- Support pupils in identifying appropriate post-16 and post-18 pathways.
- Facilitate transition planning.
- Provide labour market information.
- Support pupils and families in understanding college, apprenticeship and training opportunities.
- Contribute to annual reviews and transition planning where appropriate.

Local Provider Network

The school maintains strong relationships with local education, employment and training providers to ensure pupils have access to a broad range of progression opportunities.

Further Education Provider:

- North Lindsey College:
- Skills Centre Plus:
- John Leggott College:
- Grimsby Institute:
- Rotherham College:
- Doncaster College:
- Dearne Valley College:

Representatives from these organisations may be invited to:

- Deliver assemblies, workshops or webinars.
- Provide information regarding courses and entry requirements.
- Host pupils' visits and transition activities.
- Support preparation for further education and training.

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11.2 Appendix B: Careers Programme Overview

The Acres Independent School delivers a progressive careers programme which develops pupils' knowledge, confidence, employability skills and understanding of future pathways throughout their school journey.

At Key Stage 3, careers education is embedded across the curriculum and through dedicated PSHE provision, enrichment opportunities, workplace encounters and individual guidance.

Year group	Careers focus	Key activities	External engagement
Year 7	Different Job Choices: - different job sectors - jobs within their local community - Skills required for different occupations - Personal interests and strengths - Challenging stereotypes in employment	- Careers lessons within PSHE. - Workplace and career exploration activities. - Looking at different industries - Introduction to labour market - Finding what skills people have in different jobs Students become careers specialist through exploring different area with their passport. A blend of hands on exploration alongside academic teaching.	Visits from local professionals
Year 8	Getting Career Ready: Pupils develop their understanding of: - Employability skills. - Teamwork and communication. - Problem solving. - Workplace expectations. - Aspirations and personal goal setting.	- Careers-focused PSHE lessons. - What are skills and qualities? - How to build our skills - Develop future career skills - Reflection on personal strengths and future ambitions.	Employer encounters

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		- Setting SMART targets	
Year 9	Careers in action: Pupils develop their understanding of: - Why careers are important - Budgeting - Long term aspirations	- Careers in Action programme within PSHE. - Personal career planning activities - Transition-focused discussions - Managing a budget - What is a payslip, exploring where your money goes - Reflection on SMART targets	Employer encounters Independent Careers advice

At Key Stage 4, careers education becomes a dedicated element of the weekly curriculum. Pupils participate in one timetabled careers lesson per week which focuses on preparation for adulthood, employability and progression.

The curriculum supports pupils in achieving qualifications in BTEC WorkSkills from Entry Level 3 through to Level 2, depending upon learners' starting points, abilities and career aspirations.

Key Areas Covered:

- Employability skills
- CV writing
- Job applications
- Interview preparation
- Enterprise and entrepreneurship
- Workplace behaviour and expectations
- Financial literacy
- Employee rights and responsibilities
- Apprenticeships and vocational pathways
- Further education opportunities
- Career planning and target setting

Additional Opportunities:

Pupils may also access:

- Independent careers guidance interviews
- College visits and taster sessions
- Employer encounters
- Workplace visits, if appropriate
- Transition planning meetings.

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- Careers fairs and enrichment events
- Preparation for adulthood activities linked to EHCP outcomes where appropriate

Year group	Careers focus	Key activities	External engagement
Year 10	Local Labour market Skills and qualities Creating a CV Exploring recruitment process	- Job applications - Interview skills - Skills and qualities - Different employment routes - Legislation in workplace (Equality and diversity) - Contracts int eh workplace	Employer encounters Independent Careers advice
Year 11	Exploring future options Managing risks How to get support in future pathways	- Updating your SMART targets - Exploring different career pathways/post 16 options - Managing risks - Preparing for transitions - Health and safety at work	Employer encounters Independent Careers advice

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11.3 Appendix D: SEND and Vulnerable Pupils Support

At The Acres Independent School, the Careers Leader/SENDCo works with class teachers, key workers, families/carers and external professionals to identify pupils who may require additional careers support, including pupils with SEND, those with EHCPs, looked after children, care leavers and vulnerable learners.

Individual needs are reviewed through EHCP annual reviews, behaviour support planning, STAC meetings, ongoing assessment of readiness for adulthood through the Year 11 mentor programme. Particular consider is given to pupils who may face additional barriers to education, employment or training. Transition planning begins early and forms a key part of annual review discussions to ensure appropriate post-16 pathways are identified and supported.

Personalised Support

The school provides personalised careers education, information, advice and guidance which reflects each pupil's abilities, aspirations, interests and individual needs.

Support is delivered through:

- Individual careers guidance sessions with an independent career's adviser
- Dedicated mentoring for Year 11 pupils to support preparation for post-16 destinations.
- Individual transitions targets for Year 11 pupils to support progression into further education, transition or employment.
- Careers planning linked directly to EHCP preparation for adulthood outcomes.
- Classroom adaptations and reasonable adjustments identified through EHCP outcome sheets, BSP and adaptation spreadsheet.
- Classroom adaptations and reasonable adjustments identified through EHCP outcome sheets, BSP and adaptation spreadsheet.
- Ongoing liaison with parents, carers, social workers and external agencies to support successful transitions.
- Teaching pupils about their rights, responsibilities and protections under equality and employment legislation, particularly for those who may be vulnerable or require additional support in adulthood.
- Support with applications, college visits, interviews, enrolment processes and transition arrangements.

The school recognises that every pupil's journey is unique and aims to ensure all learners are equipped with the knowledge, confidence and skills needed to make informed decisions about their future.

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11.4 Appendix E: Monitoring and Evaluation

The effectiveness of the careers programme is monitored through:

- Annual Gatsby Benchmark reviews
- Student voice activities
- Parent and carer feedback
- Destination tracking
- Careers guidance evaluations.
- Curriculum monitoring
- Quality assurance activates undertaken by senior leaders.

The Careers Leader reports annually on:

- Careers provision and impact
- Destination outcomes
- Gatsby Benchmark achievement
- Provider engagement activities
- Future development priorities

The school is committed to continuously developing its careers provision to ensure that all pupils leave The Acres Independent School with the knowledge, skills, confidence and aspirations required to make successful transitions into education, employment or training.

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