



CAREERS EDUCATION, INFORMATION & GUIDANCE POLICY

HORIZONS EDUCATION TRUST

AMERICAN LANE, HUNTINGDON, CAMBRIDGESHIRE, PE291TQ

CAREERS EDUCATION, INFORMATION ADVICE AND GUIDANCE (CEIAG) POLICY

BACKGROUND AND ETHOS

All young people have an equal entitlement to high quality Careers Education, Advice and Guidance (CEIAG) that provides them with an understanding of the world of work; helps them to explore career options and supports them in making decisions about the opportunities open to them.

Independent and impartial advice for our young people with SEND should include all of the education, training and employment opportunities on offer, and signpost them onto study programmes that will support their transition into paid or supported employment.

THE AIMS OF OUR CEIAG PROGRAMME

CEIAG is crucial in order to enable all students to meet their full potential in life. We fully subscribe to the following aims of CEIAG:

- Helping our students with their self –awareness, self- development and skills for life.
- Supporting our students to gain functional skills in preparation for adulthood.
- To offer our students opportunities and experiences in specialist employment and education provision, supported living and social care.
- To ensure our student's voice is recognised and valued through a variety of internal and external activities to develop and support their decision making process.
- To ensure EHC plans for Key stage 5, include consideration of aspirations, activity and provision that support progress towards the specified PfA outcomes of Employment, Independent Living, Community Inclusion and Health.

We continue to evaluate the programme to strive to improve its effectiveness against learning outcomes.

PRINCIPLES

- To understand the interests, strengths and motivations of our students and young people and use this as a basis for planning support around them from an early age.

- Provide totally impartial and up to date information by working closely with the Preparation for Adulthood Additional Needs Team (PAANT), employers, FE institutions and Social Care.
- Challenge stereotyping and encourage pupils to widen their future options within realistic expectations
- Reflect the true nature of today's and tomorrow's world of work and to be aware of the opportunities available as part of the local offer.

DELIVERY AND CONTENT

KEY STAGE THREE

- Our young people focus on the transition into year 7 and on understanding their own skills and abilities including their strengths and areas for development.
- As part of the PSHE curriculum, students learn about relationships and gender stereotyping, including those in the workplace and portrayed in the media.
- Practice decision making and look at a wide range of job roles of people within the local and wider community.
- Money and economic well-being
- From year 9 onwards, students complete their 'Progression Profile' and identify future aspirations
- From year 9 onwards, students are given the 'Moving On' booklet and invited to attend our 'Moving On' event.

KEY STAGE FOUR

- Students are introduced to the 'World of Work' careers programme through curriculum subjects; English, PSHE, Life skills and AQA Unit Awards and the following activities;
 1. Supported visits to colleges and social firms
 2. Travel training on public buses and trains
 3. Weekly Life Skills with vocational training opportunities in Horticulture, Retail, Catering and Hospitality.
 4. Managing your own money
 5. Work experience programme for Year 11 students
 6. Weekly enterprise learning opportunities.
 7. Mock interviews for year 11 as appropriate
 8. 'Moving On' information event for parents/carers and students.
 10. Consultative work commences with Social Care, Additional Needs Pathway Adviser (ANPA) and families.

POST-16

The skills and experiences introduced to students in Key Stage 4 are further developed in Post 16, in addition with Cambridgeshire County Council's Local Offer:

- Functional skills English and Maths
- AQA Unit Awards
- College Links programme one day a week
- Work experience and volunteering opportunities
- Work related learning lessons
- Enterprise projects
- Regular community access
- Travel training
- Transition Planning tailored for individuals with complex needs

ROLES AND RESPONSIBILITIES

- The CEIAG programme is planned, co-ordinated and evaluated by the Post-16 Manager. All staff deliver the PSHE programmes and these are evaluated through Earwig, learning journeys and staff feedback to pupils and parents.
- Staff can request training to support CEIAG policy through the Performance Management Process.

RESOURCES

- Vocational administration support for 14-19 group
- Meeting room and café used for 1:1 guidance
- CEIAG resources including visual and sensory items.
- Funding available to support CEIAG programmes
- Our student's personalised work experience diaries are used to inform other students before entering the working environment.
- Named Trustee

PARTNERSHIPS

The CEIAG Programme is greatly enhanced through links with a number of partners who help us to make our students learning 'real' and up to date. We constantly strive to expand and improve our links with employers and other local groups. This involvement includes the provision of CEIAG Forums for parents/Carers and students, work experience placements, focus groups, talks in PSHE and Life Skills lessons, curriculum projects linked to particular subjects and mock interview sessions.

Our partners also include FE colleges with whom we hold regular meetings in

order to review our CEIAG programme, keep up to date with curriculum changes on both sides and plan for effective student transfer.

All our pupil's parents/carers are vital to students understanding of career choices and the decisions they make. We provide all parents/carers with up to date information on choices 14-19 at EHCP Reviews, in the 'Moving On Options' book and at the Moving On event in the Autumn Term. They are also encouraged to make appointments to talk to our ANPA or to discuss individual concerns.

MONITORING AND EVALUATION

All activities that form the CEIAG programme are evaluated and information is used to inform planning for the next year.

We use a mixture of evaluation:

- Observation
- Learning walks which includes our Trustees on an annual basis for onsite and offsite provision
- Student and Employer evaluation forms to feedback about work experience placements.

Policy agreed on:

Signed on behalf of the Trustees:

Committee: TEACHING, LEARNING AND WELFARE

Author: Tilly Newbury

Review date (optional):

Website **Y**/N