



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.

The CEIAG Lead has developed a framework for Spring Common Academy, based on the 8 Gatsby Benchmarks, which reflects the commitment to excellent practice in career guidance.

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

YEAR 7

- Our young people focus on the transition into year 7 and on understanding their own skills and abilities.
- As part of the PSHE curriculum, Year 7 students learn about relationships and gender stereotyping, including those in the workplace and portrayed in the media. Safety in the community, bullying and E-safety topics include CEIAG.

YEAR 8

- Our young people focus on their strengths and weaknesses, practice decision making and look at a wide range of job roles of people within the local and wider community.
- Continuation and extension of topics as above. In addition 'Money and economic well-being' topic.

YEAR 9

- Our young people focus on choices for Key Stage 4 and the implications of these e.g. qualification pathways
- Yr 9 CEIAG provision will be supported as agreed in our Partnership Agreement Programme Plan with the PAAN team, and complementing the EHC plan process. 'All About Me' profile completed by students expressing aspirations for their future.
- All of our young people will be given the 'Moving On' booklet and invited to attend our 'Moving On' event.

YEAR 10/11

1. Our students are introduced to the 'World of Work' careers programme through

curriculum subject English topic work, PSHE, Life skills and AQA Unit Awards and the following activities.....

2. Supported visits to colleges and social firms.
3. Travel training on public buses and trains.
4. Weekly Life Skills with vocational training opportunities in Horticulture, Retail and Catering and Hospitality.
5. Managing your own money-PSD topic
6. Targeted, or 2 weeks work experience in year 11 (for Leavers) and a programme of preparation and debriefing to maximise learning.
7. Weekly enterprise learning opportunities.
8. Mock interviews for year 11 as appropriate.
9. '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

Points 1-10 of the CEIAG work done with our year 10 and 11 students are continued and developed at Post 16, in addition with Cambridgeshire County Council's Local Offer:

- Functional Skills delivery of Maths and English through new qualification ASDAN Life Skills Challenges-an on line bank of challenges to accredit P16 learners from Pre-entry to Entry Level 3.
- First Aid Qualification
- College Links programme one day a week
 - e.g. Fridays at CRC (Huntingdon Campus)- Construction Multi Skills, Music Technology/Digital Media, Business Enterprise, ICT, Sport and Exercise.
- Work Experience- one day a week placement-totalling 10 days or longer if applicable and can include bespoke targeted placements.
- Work Related Learning and Enterprise Course including catering and hospitality, horticulture, retail in school shop, conservation with the Wildlife trust.
- Weekly Community Access and Independent Travel Training
- Students working at pre-formal and semi-formal curriculum have a personalised programme of study which includes:
- ASDAN Lifeskills Challenges-range of curriculum areas.
- Work related learning and enterprise skills including weekly experience of retail and functional skills in school shop/horticulture in Poly tunnel.
- Community Access.
- Work Related Learning and Volunteering opportunities, along with involvement in a number of Community projects such as the Norris Museum Take Over Day, St Ives in Bloom, Weekly Farm project and Paxton Pits community reserve weekly project. On going termly work placement at Mick George construction company.

- Sensory/Therapeutic Curriculum tailored to individual needs
- Transition Planning tailored for individuals with complex needs
- e.g. bespoke College Link or Social care provision

ROLES AND RESPONSIBILITIES

- The CEIAG programme is planned, co-ordinated and evaluated by the Post 16 Preparation For Adulthood Manager. All staff deliver the PSHE programmes and these are evaluated through the Earwig, AET Framework and Adult Curriculum assessment, learning journeys and staff feedback to pupils and parents.
- We work very closely with our ANPA and PAANT
- The ANPA offers support, training and briefing sessions for staff on CEIAG as required.
- 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. As well as the strong links with our PAAN team 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. We arrange for parents' information sessions- CEIAG Forums in Spring and Summer terms. 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
- An annual report of Work Related Learning and Enterprise and Post-16 Transitions is presented to the Trustees
- Student and Employer evaluation forms to feedback about WEX placements.
- As CEIAG Lead, I have carried out an audit of CEIAG outcomes for our SEND learners against the 8 Gatsby Benchmarks (new statutory guidance). Spring Common Academy has developed a framework based on these 8 benchmarks, which reflects our commitment to excellent practice in career guidance, and this is available on the school website.
- All evaluations are used to inform our Development Plan and school priorities.

Policy agreed on:

Signed on behalf of the Trustees: LYNDA ADAM

Committee: TEACHING, LEARNING AND WELFARE

Author: Tom Dougherty

Review date (optional):

Website **Y**/N