|  |  |
| --- | --- |
| **Policy Title:** | **CEIAG Policy 2024-2026**  |
| **Date of Issue:** | 01/02/2024 |
| **Date of Review:** | 01/01/2026 |
| **Author & Role** | Anne Powell – Lead Practitioner & Careers Lead |
| **Ratified by:** | Governors Policy Committee |
| **Responsible signatory:** | W Blundell | M Maher |
| **Date of signature:** |  |  |
| **Outcome:** | This Policy: summarises the statutory guidance and recommendations. It then outlines the provision of careers education, work experience and provider access including a commitment to careers education, information, advice and guidance. |
| **Cross Reference:** | Single Equality PolicyTeaching and Learning PolicyCurriculum PolicyAssessment, Recording and Reporting PolicyChild Protection & Safeguarding PolicyEVOLVEGatsby Benchmark Toolkit |

**EQUALITY AND DIVERSITY STATEMENT**

Astley Park School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics, and all will be treated with dignity and respect.

**POLICY REVIEW**

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy. The policy has been reviewed in line with the recently published DfE guidance document ‘Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, latest January 2023)

This policy will be reviewed bi-annually to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with the current Department of Education Advice and Guidance. The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (e.g. School Improvement Partner or Ofsted)

**Careers Education, Information, Advice and Guidance (C.E.I.A.G) Policy**

This Policy is intended for all teaching staff and support staff, school governors, parents, and advisers/inspectors as appropriate. This policy accepts the 8 Gatsby Charitable Foundation’s benchmarks as set out in the DfE guidance:

[Gatsby\_toolkit\_for\_schools.pdf](https://8887037.sharepoint.com/%3Ab%3A/s/allstaff/EcrxpES4Rx5DgHRtDtNospkBcZag5tf6fV74z4iYpPXKpg?e=t5POC8)

**Aims**

Careers Education, Information, Advice and Guidance (C.E.I.A.G.) at Astley Park School aims to:

* Prepare pupils for the transition to life after Astley Park School through curriculum and career learning linked to their individual aspirations which will help learners make positive decisions for their future whilst developing a culture of lifelong learning
* Support pupils in making informed decisions that are appropriate for them, learning from information provided, including Labour Market Information.
* Provide pupils with well-rounded experiences through a stable careers programme.
* Develop personal characteristics such as social skills, communication skills, functional life skills, personal skills, independence and resilience.
* Inspire and motivate pupils to develop themselves and their personal qualities as individuals and live as independently as possible.
* To provide pupils with the experiences of the workplace through work-related learning and/or employer encounters.
* To provide pupils with the opportunity to receive C.E.I.A.G and encounter career opportunities appropriate to their needs.
* To set out the school’s arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider’s education or training offer, as per Section 42B of the Education Act 1997.

**Personalisation**

All of our pupils have an Education Health and Care Plan, and we cater for pupils from age 4-16. Pupils will work towards their individual aspirations by working on Aspirational Learning Intentions at levels appropriate to their ability and progression will be in very small steps with much over learning and reinforcement. Work will be individualised and may be delivered out of Key Stage if this is deemed necessary.

All learners in KS4 will receive unbiased and personalised advice from an Independent Careers Advisor to help them to refine their aspirations and understand their next steps towards these aspirations, at an appropriate level.

**Careers Provision at Astley Park School**

At Astley Park School, Careers is embedded throughout the curriculum.

In Primary and KS3, specific careers-related learning opportunities are linked within the Long-Term Maps for My Community, but learning related to Careers is also embedded within the Long-Term Maps for My Communication, My Thinking and Problem Solving, The World About Me, Me and My Body and My Creativity.

The long-term maps that outline curriculum content coverage have been written in line with four learner profiles: Explorers, Adventurers, Adventurers Challenge and Voyagers. Pupils work at levels appropriate to their ability and the long-term maps and schemes of work set out the knowledge, skills, understanding and specialist programmes, tools or interventions for each pathway.

All pupils with have one to one meeting (EHCP Review Meetings) with families and supporting agencies to help prepare for transition to Key Stage 4.

**All pupils have access to the following:**

* Personalised and bespoke learning through the setting of Aspirational Learning Intentions linked to EHCP Outcomes
* Astley Park School programmes of study involving careers are ASDAN Personal Social Development and ASDAN Personal Progress.
* Work Experience, Careers and preparing for life after Astley Park School are fundamental aspects of all of the schemes of work and programmes of study.
* Visitors to school and offsite visits support pupils in developing their understanding of a range of career options and different Post 16 pathways.
* All pupils throughout school have access to a bespoke careers programme to help raise aspirations for their future.
* Every student will have the opportunity for a guidance interview with a suitably qualified external Careers Adviser who specialises in SEN. These interviews take place within key stage 4 and action plans will be used to inform the year 11 EHCP review.
* All pupils in Y9 and Y11 will complete their vocational and personal profile in relation to their aspirations and goals.
* Pathways and future planning are discussed as part of every student’s annual review from EYFS to Year 11.
* All pupils will be encouraged to participate in meetings about their future through their own ‘pupil voice’.
* Pupils have access, through the Lancashire Partnership, to relevant careers events hosted at Lancashire schools, local Post-16 providers.
* All pupils will participate in career events including National Careers Week.

**Key Stage 4**

Learners in KS4 follow three pathways: Making Choices, Connecting and Communicating, Aiming for Independence and Learning for Life. Embedded within these pathways is C.A.I.E.G. in the form of:

* An unbiased and personalised Career Aspirations Interview with a qualified External Careers Adviser.
* One-to-one meetings with families, school Careers Leader and Adviser in Y10 and Y11. This informs individual routes into post-16 provision and appropriate and meaningful work experience opportunities.
* Y10 pupil opportunities to take part in the 4-night Outdoor Adventurous Activity residential stay.
* Pupils in Key Stage 4 undertake Work-based placements and opportunities.
* Pupils in Y11 have a transition support plan to support the process at the end of KS4.
* Pupils have access to college learning, college taster sessions and bespoke transitions.
* Pupils will participate in enterprise projects.
* One to one meeting (EHCP Review Meetings) with families and supporting agencies to help prepare for transition to post-16.

Within the KS4 curriculum content:

As part of Asdan Personal Progress C.E.I.A.G. is covered within the units;

* Employment
* Independent Living
* Community Inclusion
* Enterprise
* Using ICT

As part of Asdan Personal and Social Development C.E.I.A.G. is covered in the units;

* Community Action
* Developing Self
* Individual Rights and Responsibilities
* Managing Social Relationships
* Preparation for Work
* Using Technology in the Home and Community
* Working as Part of a Group
* Working Towards Goals

**Work Experience**

The overall organisation of work placed visits is undertaken by the Careers Leader who liaises with the internal and external teams/colleagues to ensure the most relevant and engaging opportunities are taken.

Families are informed and communicated with throughout the process and a work experience agreement form and also work experience information forms are completed. Where possible, work placements are informed by the Career Aspiration Interview Action Plan.

All pupils on placement are covered by the employers’ insurance and places of work are risk assessed by the Careers leader and Lancashire Education Partnership Northwest work experience database.

**Planning**

Curriculum planning is via termly Medium-Term Plans. These are used to set clear, achievable goals matched to pupil’s own abilities and our Astley Park Curriculum tools, as well as ensuring progression, continuity and subject coverage throughout the school. All planning should be based around a learner’s Aspirational Learning Intentions, careers interview outcomes and should also be linked to careers curriculum content. Planning is the responsibility of the teacher and plans are available to the Lead Learning Team via SharePoint.

**Approaches to Teaching**

Careers advice will be delivered in an interesting and stimulating way making use of commercial materials, teacher-prepared materials, support materials, visits, visual aids, videos, television, computers etc. to maintain the pupil’s attention and reinforce learning. Careers advice will be delivered by the Class Teacher and supported by their class Teaching Assistants. This should be taught as part of an integrated thematic curriculum with career enrichment activities interwoven wherever possible.

**Resources**

Resources are kept in the resources cupboards and should be used and replaced accordingly. It is the responsibility of the Careers Leaders and Class Teachers to ensure adequate maintenance and replacement of resources and materials.

Further resources include:

* Pupil’s own experiences
* Experiences of those people known to them
* Experiences of visitors
* Local environment and beyond
* Careers and Enterprise Company Website
* The Careers Hub

**Assessment**

Assessment is used to plan future teaching and learning and to contribute to the pupil’s record. The focus of pupil’s learning will be their Aspirational Learning Intentions and career interview outcomes that are linked to their EHCPs. Continuous assessment by assessment for learning and teacher observation is carried out and recorded on Evidence for Learning and assessed via Assessment Books (see Evidence for Learning guidelines).

All evidence of pupil’s progress is kept as a record. Within both the primary and secondary phase teachers use the app Evidence for Learning to evidence pieces of work. This provides pictorial evidence as well as a teacher comment. Teachers and teaching assistants provide children with steps to success as well as comments on progress towards meeting their objectives.

Pupils progress towards their Aspirational Learning Intentions, End of Key Stage Outcomes and career aspirations are set out on their EHCP (reviewed annually via the Annual Review process) and in their personalised careers action plan.

In Key Stage 4, progress is measured via accreditation and validation of the careers action plan up to the end of year 11.

**Statutory requirements and recommendations :**

From 2012, section 29 of the Education Act 2011, places schools under a duty to secure access to independent careers guidance for their pupils in school years 8-13. Students aged up to 25 with a current education, health and care plan in place under section 37 of the Children and Families Act 2014

Careers guidance under the new duty must;

* be impartial
* include information on a range of pathways, including apprenticeships
* be adapted to the needs and interests of the students
* careers provision will be tailored around the Gatsby Benchmarks

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: ‘Careers Guidance and Inspiration for young people in schools.’ This states that all schools must give education and training providers the opportunity to talk to pupils about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document, under Provider Access.

Astley Park School is also compliant in demonstrating working towards the 8 benchmarks of Gatsby Framework introduced in December 2017. We provide education for pupils with SEND and continuously monitor our careers programme to ensure that the needs of the pupils are met when it comes to CEIAG.

Maintained schools and academies in England must also have due regard to Section 45A of the Education Act 1997 when carrying out their duty to ensure that there is an opportunity for a range of providers to access pupils to inform them about technical education and apprenticeships. This guidance was further updated and issued in January 2023 in that the provider access legislation (occasionally referred to as the 'Baker Clause') requires all schools and academies to provide opportunities for a range of education and training providers to access all year 8 to 13 pupils to inform them about approved technical education qualifications and apprenticeships.

**Working with Parents**

Parents will be informed of our policy via the school website. Parents will have opportunities to consult on the Policy and will be signposted to information/further support by our Subject Advisors, Lead Learning Team or DSL. We are committed to working with parents and carers to ensure all coverage is appropriate and meaningful for all learners. Parents and carers can contact school to speak to our Subject Advisor, DSL, Lead Learning Team or Class Teachers if they have any questions or concerns.

**The Careers Leader Role**

The Careers Leader role involves general oversight within the school (monitoring and evaluating) and ensuring that all statutory requirements and recommendations in relation to C.E.I.A.G are adhered to.

Monitoring the policy in operation is the responsibility of the Careers Leader.

The Careers Leader will be asked to contribute towards the School Development Plan, estimating and projecting costs and resources relevant to the Area of Learning appropriately.

The Careers Leader attends termly meetings with the Inspira Network to ensure awareness of the most up to date

**Pupil Voice**

Pupil Voice will be used to review and tailor our C.E.I.A.G.

Teachers are aware that subject content that focuses on safety can sometimes lead to a disclosure of a child protection issue. Teachers will log any concerns via CPOMS, alerting the DSL. The DSL will action any concerns raised, as per the Safeguarding policy.

**Inclusion**

It is the responsibility of all staff to ensure that all pupils, irrespective of gender, ability, ethnicity or social circumstance, have access to the curriculum and make the greatest progress possible.

**Health and Safety**

Our guidelines regarding behaviour and discipline, health and safety are rigorously enforced during activities within the classroom and beyond. The Class Teacher is responsible for ensuring that activities are supervised by the correct ratio of adults to children, the activities are within the capabilities of their pupils and above all the children are safe and understand the safety procedures. The children are expected to act sensibly and demonstrate a responsible, caring and considerate attitude towards others. Risk assessments for all visits must be submitted through the normal school procedures of EVOLVE for any activity off the school premises.