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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.

Careers Education, Information, Advice and Guidance (CEIAG) 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 (see below):

Statutory requirements and recommendations :

This policy aligns with:

- DfE: Careers guidance and access for education and training providers updated (May 2025)
<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools/careers-guidance-and-access-for-education-and-training-providers>
- Gatsby Benchmarks, with SEND-specific adaptations:
<https://www.gatsbybenchmarks.org.uk/updated-benchmarks/>
- SEND Code of Practice (2015)
- Ofsted Education Inspection Framework
- DfE Preparing for Adulthood guidance.
- Equality Act 2010 (amendment regulations 2023)
- Bakers Clause – Section 42B - Technical and Further Education Act 2017.

From 2012, Section 29 of the Education Act 2011 places schools under a duty to secure access to independent careers guidance for pupils in school years 8–13. This duty applies to students aged up to 25 where they have a current Education, Health and Care Plan 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 8 May 2025: '**Careers guidance and access for education and training providers**'.

Maintained schools and academies in England must also have due regard to Section 45A of the Education Act 1997 when performing 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 'section 42B - 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. This states that all schools must give education and training providers the opportunity to talk to pupils about approved technical qualifications and apprenticeships.

Astley Park School demonstrates compliance by working towards the eight Gatsby Benchmarks, revised in May 2025. 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.

Aims

Careers Education, Information, Advice and Guidance (CEIAG.) at Astley Park School aims to:

- Offer a CEIAG provision that is differentiated and personalised to meet the needs of pupils with SEND.
- 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 CEIAG and encounter career opportunities appropriate to their needs.
- The school complies fully with the Provider Access Legislation (Bakers Clause 2023). Where appropriate:

Training providers, FE colleges, supported internship providers, and specialist post-16 services are invited to engage with pupils and families.

Encounters are adapted appropriately to meet communication, sensory and emotional needs.

Access is available at key transition points and within annual review processes.

CEIAG Policy: **Updated-** 15.04.2026 **Author:** A.Powell

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 small steps with over learning and reinforcement. Work will be individualised and may be delivered out of Key Stage if this is deemed necessary. Progress is recognised in **small steps and personal milestones**, not solely academic outcomes. We ensure:

- Information is delivered using **accessible formats**, including symbols, visuals, objects of reference, social stories, videos, and experiential learning.
- Pupils are given **repeated, practical, and contextualised experiences**.

Where appropriate, pupils will receive tailored **person-centred careers guidance** appropriate to their needs:

- CEIAG is integrated into **EHCP annual reviews**.
- Transition planning begins early and includes:
 - Education pathways
 - Employment or supported employment
 - Independent or supported living
 - Community inclusion
- 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 will 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 CEIAG. 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 CEIAG. is covered within the units:

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

As part of Asdan Personal and Social Development CEIAG. 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 consults 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, the Career Aspiration Interview Action Plan informs work placements.

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 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 conducted 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.

Additional Monitoring and Evaluation:

The effectiveness of CEIAG is also monitored through:

- Annual review outcomes and destination data
- Pupil voice (adapted methods)
- Family feedback
- Gatsby Benchmark audits
- Links with local post-16 and adult services
- Annual EHCP review Meetings

Collaborating 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 collaborating 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.

Roles and Responsibilities

Governing Body:

- Oversees compliance and strategic direction.

Headteacher:

- Ensures CEIAG is embedded within whole school provision.

Careers Lead:

- Coordinates CEIAG delivery
- Consults with external providers.
- Ensures SEND and CLDD adaptations.
- Monitors Gatsby Benchmark progress

Teachers and Support Staff:

- Embed careers learning in daily practice.
- Support pupils to develop independence and workplace skills.

Families and Carers:

- Are active partners in transition and careers planning.

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 CEIAG are adhered to by:

- Monitoring the policy in operation is the responsibility of the Careers Leader.
- Contributing towards the School Development Plan, estimating, and projecting costs and resources relevant to the Area of Learning appropriately.
- Attending 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 CEIAG.

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.