



Special Educational Needs and Disabilities Academies Trust

This review:	February 2024
Next review:	February 2025

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

[This policy should be read alongside the SENDAT Statement of Intent](#)

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1. Rationale

Careers education and guidance programmes play a major part in helping young people choose 14-19 pathways that suit their interests, abilities and individual needs. A robust careers programme helps avoid disengagement, puts school learning into a wider and more relevant context, and helps raise aspirations.

The programme at SENDAT will help our students to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It will promote equality of opportunity, celebrate diversity and challenge stereotypes. The policy will be guided by the Gatsby benchmarks and conform to statutory requirements.

2. Context

From September 2013, The Education Act of 2011 placed schools under a duty to ensure that all registered students in Years 8-13 have access to independent, accurate and impartial information advice and guidance. Schools are free to make arrangements for careers guidance which best suit the needs of their students, engaging where appropriate with independent providers. SENDAT has developed its own arrangements for providing impartial careers advice and guidance.

3. Commitment

SENDAT is committed to providing all students in Years 7-13 with a programme of activities supporting future career choices. This is guided by the Gatsby benchmarks for ensuring best practice.

To ensure SENDAT is delivering the best possible careers guidance we are currently looking at working towards a 'Careers Quality Award' with Prospects, which, once obtained, will be valid for three years. This is in accordance with the Government's recommendation that "all schools should work towards a quality award for careers education, information, advice and guidance as an effective means of carrying out a self-review and evaluation of the school's programme." and as advocated by the Department for Education in their 'careers guidance and inspiration in schools' policy issued in March 2015.

The current careers programme is delivered through a combination of methods, including PHSE in Years 7 and 9, Form Tutor-led Citizenship in Years 8, 9,10 and 11 and additionally for Years 9 to 13 through assemblies, presentations, employer visits, work experience, seminars, workshops, drop down days and 1:1 sessions. Additionally, several special events are held such as the biennial careers fair, Moving into Adulthood events which take place in the Autumn term.

To enable students to track their progress throughout their time at SENDAT and have a record of their achievements and goals with regards to careers and future choices they have a Pathways to success folder (Key stage 3 and 4) Personal Profile (Key Stage 5), which they fill in with their form tutor and other associated staff members that support the Careers programme.



4. Aims

To help students develop the skills and confidence to make realistic and informed decisions about their futures and to manage the transitions from one stage of their education, training and work to the next.

5. Objectives

- To ensure that students develop the skills and attitudes necessary for success in adult and working life;
- To make students aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+;
- To equip students with the necessary decision-making skills to manage those same transitions;
- To develop in students an awareness of the wide variety of education, training and careers opportunities both locally and nationally;
- To encourage students to make good use of the paper-based, virtual and staff resources available to them, in order that they can make informed and appropriate choices throughout their school journey;
- To foster links between the school, local businesses and further/higher education establishments;
- To enable students to experience the world of work and develop transferable skills;
- To ensure that wherever possible, all young people leave the school to enter employment, further education or training;
- To maintain a culture of high aspirations; and
- To promote equality of opportunity, celebrate diversity, challenge stereotypes and ensure all students who require any extra assistance and guidance to reach their potential, receive it.

6. Learning Outcomes

Students should be able to:

- Assess their achievements, qualities and skills;
- Present this information as appropriate;
- Use this information for personal development;
- Set career and learning targets;
- Recognise and deal accordingly with influences on their attitudes, values and behaviour in relation to work; and
- Recognise the value and impact their activities at school can have on their future.



7. Implementation

The school guarantees impartial and independent advice via:

- Promoting the National Careers Service Website and Helpline;
- Promotion of independent websites relevant to all career needs, from choosing a college to pursuing a career via an annually updated pamphlet – handed out during the Autumn transition evening and available on the school website.
- Access to a wide variety of external speakers offering independent sources of information including several local and national employers, representatives from professional bodies and organisations including local Further Education colleges.
- All staff have a part to play in the implementation of this policy through their role as tutors and as subject specialists.
- Access to independent, impartial Careers, Information, Advice and Guidance (CEIAG) one to one advice from an internally sourced Level 6 trained advisor.

8. Information and Resources

See SENDAT Career mapping programme which is available on each of the trust schools website.

9. Monitoring, Review and Evaluation

A report will be published on a termly basis through the auditing resource programme Compass+, including an account of activities, a review of progress. Evaluations and feedback requests will be encouraged from students, parents and carers, teachers and employers in order to respond to the delivery of provision effectively and make changes where necessary. This policy will be reviewed annually as part of the whole-school self-assessment process and will be reviewed by the directors when any additions or amendments are made. Parents are welcome to give feedback on any aspect of the CEIAG programme to the Head Teacher, Assistant Head teacher, CIAEG Advisor or Employer Engagement Officer.

10. Recording, Assessment and Reporting

Students' progress is monitored via their Pathways to Success or Personal Profile Folders. In Key stage 4 and 5 careers tasks form part of their BTEC, ASDAN or OCR qualifications.

The Employer Engagement Officer completes student reports on WEX placements. These are shared with the students, parents and class tutors.

Form tutors can use all of this information to inform and share aspirations with parents.

A report on the careers programme is presented to the directors annually.



11. Entitlement

Every student is entitled to a thorough, personalised and aspirational programme of careers events throughout their time at SENDAT. They are given support to follow whichever route they choose whether this occurs at the end of KS4 or the end of KS5.

Parents are welcome to speak to their son/daughter form tutor, Head of Key stage, a member of the sixth form team, Careers Advisor or Employer Engagement Officer if they have any questions or concerns about their child's progress and their child's participation in careers events. They are entitled to have access to information about the options processes – provided via letter, on the school website and at information evenings. They are entitled to information about the work experience programme.

Each KS4 and KS5 student will have at least 1 individual careers interview with a Level 6 qualified careers practitioner.

12. Partnerships

The CEIAG programme is greatly enhanced through links with several partners who help ensure that students' learning is up to date and relevant. We strive constantly to expand and improve links with employers and other local groups. This involvement includes the provision of work experience placements, careers talks, workplace visits and mock interviews.

Links are also maintained with the local Further Education Colleges together with training providers and supporting apprenticeships/Traineeships/Supported internships for those students considering that route as an alternative to further education.

Several events, including open evenings such as the Moving into Adulthood evenings, employer related activities integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents:

Parental involvement is encouraged at all stages. SENDAT recognises that parents/carers remain the biggest influence on a young person's career choices and as such we offer parents help and guidance at critical stages in the students' time with us; for example, in Year 9 with KS4 options decisions, Year 10 and Year 11 with 16+ choices and Years 12 and 13 with 18+ choices.

Parents also have an opportunity to speak to the Careers Advisor by phone, by appointment or at any parental consultation event.

Links with the local authority:

The local authority has a duty under section 68 of the Education and Skills Act 2008 to encourage, enable and assist the participation of young people in education or training. In addition, the Education and Skills Act 2008 placed two new duties on local authorities from June 2013 in respect of 16-18 year olds in relation to the raising of the participation age:

- To promote the effective participation in education and training of young people covered by the duty to participate; and
- To have in place arrangements to identify those who are not participating.



SENDAT will work with the Local Authority, including sharing information, to support the above. In particular, in accordance with Section 13 of the above Act, the School will notify the local authority whenever a 16 or 17-year-old leaves an education or training programme before completion.

Links with the governing body:

All changes to the careers policy are approved by the school governing body and they are regularly informed about the progress of the careers programme via visits to the school and reports/presentations delivered by the careers coordinator.

Links to the Enterprise Adviser Network/Careers Enterprise Company:

The Enterprise Adviser Network (EAN) aims to increase employer engagement with schools and colleges in Norfolk and Suffolk. They match schools and colleges with business volunteers and careers programme providers to create powerful, lasting partnerships that inspire young people.

The Careers Enterprise Company is the national body for careers education in England, supporting schools and colleges to deliver modern, 21st century careers education. Their mission is to help every young person find their best next step.

Their work includes:

- Training and supporting Careers Leaders
- Bringing employers, educators and providers together through their network of Careers Hubs
- Sharing practical digital tools and resources

13. Work Experience and Enterprise

The objective of Work Experience and Enterprise in Year 10 to Year 13 is to provide students with an opportunity to experience the world of work first-hand, and to develop their employability skills. Where possible, students should seek a work experience placement in an environment which is linked to a career which they are considering for their own future. During this placement, students will develop their communication skills, learn about the expectations of a workplace and possibly develop some skills which are specific to their placement role. All students will be offered the opportunity to take part in a internal enterprise placement in Year 10, external placement in Year 11, 12 and 13 (the exception being our Duke of Lancaster school where the students work experience placements take place in Year 10 to avoid examination preparation and attendance).

Support in finding a placement will be offered by the school via the Employment Engagement Officer/s.

Prior to the placement, students will participate in several preparation activities as part of their OCR, ASDAN or BTEC qualifications. On return to school, there are Work Experience debrief sessions where the students are given the opportunity to reflect upon and share their experiences with classmates and staff.

14. Safeguarding

To ensure that students are safe during Work Experience placements, employer encounters and transition opportunities, the school will ensure that all appropriate and relevant checks have been



made in order to proceed with these experiences safely. Any opportunity that does not acknowledge appropriate safeguarding considerations will not be considered as an option (See also Work experience policy for further detail).

15. Staff Links

All staff have a duty to play their part in students' progress through the career's curriculum, for example:

- Form tutors monitoring the progress of their tutee's employability profile;
- Subject teachers linking their curriculum subject to careers and ensuring students realise what skills their subject is promoting, as well as the opportunities a qualification in a subject can provide;
- A teacher delivering careers education via Integrated Studies;
- Coordinating or enabling work experience;
- Providing a reference for someone's job application;
- Monitoring progress and conducting one to one interviews to ensure students are on track and assisting them with post-16 or post-18 applications
- Senior managers ensuring a whole-school focus on careers education and supporting CEIAG development;
- Coordinating CPD to ensure all relevant staff are trained appropriately with regards to careers.
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16. Staff Training

Opportunities are provided for attending further training courses and these are monitored and reviewed in the annual appraisal.

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