

CEIAG PROCEDURE

| STATUS: | DATE OF LAST REVIEW | DATE OF NEXT REVIEW |
|--------------------------|---------------------|---------------------|
| RECOMMENDED | JANUARY 2024 | JANUARY 2025 |
| RESOURCES AND REFERENCES | | |
| | | |

Rationale

CEIAG (Careers Education, Information, Advice and Guidance) at Critchill School is designed to prepare students for life by providing the knowledge, understanding, confidence and skills that they need to make informed choices and plans for their future learning and career.

ASPIRATION – At Critchill School we have a diverse, engaging and aspirational CEIAG curriculum. It has been explicitly devised to ensure that pupils can make informed choices about their future whilst also developing the skills and capabilities that they will need for employment and to thrive in all areas of their lives.

OPPORTUNITY – Our CEIAG curriculum provides pupils with a range of age appropriate opportunities, focused on our key priority learning areas. These have been carefully designed to ensure that all pupils develop a broad range of skills which will prepare them for adulthood, the world of work and contributing positively to their community. CEIAG delivery begins in EYFS and themes are revisited and advanced in order to allow for mastery and growth. Activities, learning opportunities and learning intentions recorded in this document should be used as a guide. Staff should ensure that CEIAG learning intentions compliment a pupil's PLIMs & are profoundly personalised to ensure that we 'address each pupil's needs at their point of learning.' Opportunities & experiences may include: encounters with a range of employers, exploring a range of job roles, challenging stereotypes, reflecting on their individual abilities and planning next steps.

ACHIEVEMENT – Through our CEIAG curriculum we support our pupils to achieve their full potential and be the best that they can be. We measure success holistically, we recognise

that it will be different for each pupil and that it can be measured in a number of ways including personal wellbeing, community engagement and sustainable employment.

Aims

Our aims are in line with the Gatsby Eight Benchmarks for Careers Excellence:

- To plan and provide a stable careers programme for our students
- To expose students to relevant labour market information (LMI)
- To address the needs of all students
- To link curriculum learning to careers
- To provide opportunities for students to encounter employers and employees
- To support students to obtain work experience placements
- To provide opportunities for students to encounter further and higher education
- To provide personal guidance to students on careers education

The Gatsby Benchmarks of Good Career Guidance

Good career guidance ensures that all young people, whatever their needs, background or ambitions, know the options open to them and can make the informed choices needed to fulfil their potential. This is particularly important for the more than one million young people in England recognised as having SEND. Far too often, these young people can be held back by negative stereotypes and assumptions about their limitations.

The Gatsby Benchmarks define what world-class career guidance looks like. During Gatsby's pilot of the Benchmarks, experienced SEND practitioners and national advocates were brought together to form a SEND working group. Drawing on their expertise of developing careers programmes in different settings, in both special and mainstream schools and colleges, they gave the clear message that it would not be appropriate to define a separate set of Benchmarks for students with SEND.

The school has achieved 100% against all 8 of the benchmarks

In May 2022 we were assessed as fully meeting The Quality in Careers Standard

Critchill School is committed to increasing the possibility and probability of paid work for young people with learning difficulties.

Outcomes:

- To contribute to strategies for raising achievement, especially by increasing motivation to support inclusion, challenge stereotyping and promote equality of opportunity
- To encourage participation in continued learning, including further education and supported work placements
- To develop enterprising and employability skills in students

- To significantly reduce the likelihood of any students leaving our educational establishment as NEET (not in education, employment or training)
- To involve all school stakeholders in the careers education of students, including parents and carers.

Careers Education, Information, Advice and Guidance (CEIAG) Curriculum

- CEIAG is embedded into our whole school curriculum from reception to Post16:

| | CEIAG Theme | Employer Encounter | Careers Fair |
|------|---|--------------------|--------------|
| EYFS | 2 per year | 1 per year | |
| KS1 | 2 per year | 1 per year | |
| KS2 | 2 per year | 2 per year | |
| KS3 | 3 per year | 3 per year | |
| KS4 | 6 per year | 6 per year | |
| P16 | In house work placements Enterprise Employability skills lessons Vocational profile updates Paired work placement opportunities Support from staff who are trained in TSI (Training systematic instruction) Individual work placements in the local community Supported internships Regular personalised tracking of student pathways Careers Fair | | |

See CEIAG curriculum Map

- Students are encouraged to attend employer talks to learn about different employment opportunities
- Where appropriate students, from Year 10 onwards, have the opportunity to take part in and visits to industry/universities/colleges/careers and skills events, either face-to-face or virtually

- Work placement opportunities are an integral part of our curriculum. We run in house work experience opportunities that are led by our staff such as our catering van, we work collaboratively with local providers to provide groups of pupils with offsite work experience opportunities
- Pupils from year 10 receive Careers guidance interviews from a specialist careers adviser
- Links between the school safeguarding leads and careers adviser, ensure the best approach for each student
- Collaboration between the careers adviser and teachers to support and to assist with transition into their chosen route
- Networking with colleges/employers/ further education providers to ensure students are supported with transition and to ensure that systems are in place to support students in their new placements
- The RSE curriculum is planned to allow students access to key skills and learning that are valued by employers (so called soft skills) as well as preparing them for the work environment.

Provider access legislation (PAL)

Provider access legislation

The **updated provider access legislation (PAL)** has now been enacted. It specifies schools must provide at least six encounters with approved providers of apprenticeships and technical education for all their students:

Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend

Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend

Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend

Provider Access Legislation (PAL)

Pupil Entitlement:

All students in years 8 to 13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;

- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

In line with the updated Provider Access Legislation, from January 2023, all schools must provide a minimum of six encounters for all students with post 16 providers, as above. This is broken down into key phases: -

Year 8 or 9 - Two encounters for students that are mandatory for all to attend

Year 10 or 11 -Two encounters for students that are mandatory for all to attend

Year 12 or 13 - Two encounters that are mandatory for the school to put on but optional for students to attend

Destinations

Student destinations are recorded and evaluated. Progress is tracked and assistance is available to students if they require information, advice and guidance after leaving school.