



**First Thought
Independent School**

FIRST THOUGHT CARE SERVICES

Careers Education Information and Guidance Policy

2026-2027

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1. Policy Statement / Vision

First Thought Independent School is committed to providing high-quality careers education, information and guidance (CEIAG) as part of a broad, balanced and personalised curriculum for all pupils. Our approach to career-related learning in the primary phase focuses on broadening horizons, challenging stereotypes, and developing the skills, self-awareness and confidence that will enable pupils to make a positive transition to the next stage of education, training, and life.

We recognise that for pupils with severe learning difficulties (SLD) and autism with complex needs, career-related learning is about preparation for adulthood and developing the knowledge, skills, and attitudes they need to lead fulfilling lives, participate in their communities, and, where appropriate, progress towards further education, training, or employment.

2. Rationale & Context

Although statutory careers guidance in England applies from Year 7 onwards, the school recognises the significant body of research demonstrating the benefits of starting early. This is supported by:

- What Works? Career-related learning in primary schools (Careers & Enterprise Company, 2018)
- The Career Development Institute's Career Development Framework for primary schools (2021)

Early career-related learning helps pupils:

- Develop self-awareness and self-belief
- Make connections between their learning, life skills, and the wider world
- Understand and appreciate diversity in work and community roles
- Build essential personal and social skills that support independence and wellbeing

For pupils with SLD/ASC, early CEIAG also supports EHCP outcomes and Preparation for Adulthood priorities:

- Employment – exploring meaningful work-related skills and aspirations
- Independent living – developing decision-making, problem-solving and daily living skills
- Community inclusion – understanding roles, relationships and participation in community life
- Health – promoting emotional wellbeing, resilience, and self-advocacy

3. Aims & Objectives

The school's CEIAG aims are to:

- Broaden horizons by exposing pupils to a wide range of roles, workplaces, and community contributions
- Challenge stereotypes relating to gender, disability, ethnicity, and social background
- Develop personal agency – supporting pupils to make choices, express preferences, and take increasing responsibility for their own development
- Connect learning to life by making explicit links between curriculum content, life skills, and the world beyond school
- Engage parents/carers in supporting their child's understanding of future possibilities and aspirations
- Build employability and life skills in ways that are developmentally appropriate and meaningful for each pupil

4. Statutory and Non-statutory Context

This policy is informed by:

- DfE Careers Strategy: Making the Most of Everyone's Skills and Talents (2017)
- What Works? Career-related learning in primary schools (Careers & Enterprise Company)
- CDI Career Development Framework for primary schools
- SEND Code of Practice (2015) – Preparation for Adulthood
- Equality Act 2010 – duties to eliminate discrimination and advance equality of opportunity

5. Roles and Responsibilities

- Proprietor / Governors – approve the CEIAG policy, monitor impact, and ensure resources are allocated
- Headteacher – has strategic oversight, ensuring CEIAG is embedded in the curriculum and linked to whole-school priorities
- CEIAG Lead – coordinates the careers-related learning programme, liaises with staff, external partners, and parents/carers, and monitors delivery and impact
- Class Teachers & Support Staff – integrate career-related learning into everyday teaching, support visits and employer encounters, and adapt materials for pupils' needs
- External Partners – employers, community representatives, post-16 providers, and charities contribute to activities and share authentic experiences

Our CEIAG Lead (who is also the PSHE & RSE Lead) is ...

6. Curriculum Delivery

Career-related learning is embedded across the curriculum through:

- PSHE and Citizenship
- Thematic topic work (adapted to include workplace/community role links)
- Enterprise projects and charity events
- Visits from employers and community members
- Visits to workplaces, where appropriate to pupils' needs
- Sensory stories and role-play linked to real jobs and community roles

Learning outcomes are aligned to the six CDI learning areas:

- Grow throughout life – self-awareness, self-confidence, resilience
- Explore possibilities – awareness of a wide range of jobs and community roles
- Manage career – planning, decision-making, responding to change
- Create opportunities – initiative, teamwork, communication
- Balance life and work – wellbeing, relationships, rights and responsibilities
- See the big picture – understanding how society, environment, and economy link to work

7. Partnerships & External Engagement

The school works with:

- Local employers and community organisations (including through [Primary Futures](#))
- Parents/carers as co-educators
- Local FE colleges and post-16 providers
- Careers Hubs and Local Enterprise Partnerships (where available)

These partners help ensure pupils encounter authentic voices from the world of work, adapted to their needs.

8. Monitoring, Review & Evaluation

The impact of CEIAG provision is monitored through:

- Pupil voice (using communication methods appropriate to need)
- Parent/carer feedback
- Staff reflections and planning notes
- Observation of engagement in activities
- Links to EHCP outcomes and progress evidence

The policy will be reviewed annually by the Head of Education and Governors.

9. Links to Other Policies

- PSHE and RSE Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- SEND Policy
- Safeguarding Policy
- Teaching and Learning Policy

Appendix 1: First Thought Independent School – CEIAG Curriculum Map

CDI Learning Area	KS1 Outcomes – Adapted for SLD/ASC	KS2 Outcomes – Adapted for SLD/ASC
Grow throughout life	- Express likes/dislikes in learning and activities - Recognise own strengths with adult support - Begin to try new activities - Show awareness of others' strengths	- Talk about what they enjoy and what they are good at - Set simple personal goals with support - Show persistence in challenging tasks - Recognise and celebrate achievements
Explore possibilities	- Recognise that there are different jobs and community roles - Identify some people who help them in school/community - Begin to notice that jobs are not 'just for boys' or 'just for girls'	- Name a wider range of jobs and roles - Describe what interests them about a job - Identify that people can work in different places and ways - Begin to connect subjects/topics with jobs
Manage career	- Follow simple instructions for a class or school role - Take part in role-play linked to work or community - Begin to make choices between two activities	- Apply for/express interest in a school role (verbally or in writing) - Take on different roles in a team task - Make and review a simple plan to achieve a goal - Respond positively to change with support
Create opportunities	- Work with others on a shared task - Suggest ideas for class or school activities - Recognise when they have helped others	- Take initiative in group work or enterprise activities - Suggest improvements to how a task is done - Take on leadership roles when appropriate - Make decisions about spending/saving in simple contexts
Balance life and work	- Identify activities they do at home, school and for fun - Recognise when they need help to stay safe - Show awareness that work can earn money	- Identify ways to keep healthy and safe at school/home - Make simple choices about spending, saving, giving - Recognise that different people enjoy different activities - Understand that overwork can affect wellbeing
See the big picture	- Identify that jobs exist in the past and present - Begin to understand that some jobs help care for people/places - Show awareness of recycling and looking after the environment	- Identify changes in jobs over time - Describe how technology can change work - Name some jobs that help protect the environment - Begin to explore fairness and equal opportunities in work

