



## **Careers Education, Information, Advice and Guidance (CEIAG) Policy September 2025 (to be reviewed annually)**

### **1. Policy Statement**

At Reach for Inclusion, we believe that every child and young person is entitled to high-quality, personalised careers education, information, advice and guidance (CEIAG). Our aim is that all learners:

- Know themselves and their strengths, interests and aspirations.
- Understand the full range of pathways (including academic, vocational, apprenticeships, supported internships, employment with training and community-based options).
- Make informed, ambitious choices at each transition point (KS3 → KS4 → KS5 → adulthood).
- Develop employability and life skills that support positive destinations and long-term wellbeing.

We recognise that SEMH needs can create additional barriers to education, employment and training. Our careers programme is therefore trauma-informed, flexible and highly personalised, and is designed to promote hope, self-efficacy and inclusion.

### **2. Legal and Statutory Framework**

This policy is informed by:

- Updated Gatsby Benchmarks of Good Career Guidance (2024–25) – the national framework for world-class careers provision.
- Updated DfE statutory guidance on careers guidance for schools, colleges and ITPs (adopting the updated Gatsby Benchmarks from September 2025).
- SEND Code of Practice (0–25) and guidance for SEND, special schools and alternative provision, recognising that the Benchmarks are an appropriate and ambitious framework for learners with additional needs.

Reach for Inclusion will review this policy annually or earlier if there are significant changes to statutory guidance or Gatsby Benchmarks.

### **3. Scope**

This policy covers all learners on roll at Reach for Inclusion, including ENGAGE and LIFE programmes:

- Key Stage 3 (Years 7–9)
- Key Stage 4 (Years 10–11)
- Key Stage 5 (post 16)

It applies to all staff and to all commissioned or partner services delivering CEIAG on behalf of Reach for Inclusion.

### **4. Careers Vision and Aims**

Our Vision

Every learner at Reach for Inclusion will:

- Have access to qualified careers advisers throughout their time with us, in line with Gatsby Benchmark 8 (Personal Guidance).
- Experience a stable, visible and inclusive careers programme embedded across the curriculum (Benchmark 1).



- Receive individualised support that addresses SEMH needs, removes barriers and supports positive mental health and wellbeing.

#### Our Core Aims

1. Raise aspirations and broaden horizons, particularly for learners at risk of becoming NEET.
2. Equip learners and families with up-to-date career and labour market information.
3. Ensure that transitions are well-planned, timely and supported by personal guidance and multi-agency working.
4. Ensure the careers programme is inclusive, flexible and trauma-informed, reflecting the needs of SEMH learners and those with SEND.

### **5. Roles and Responsibilities**

#### Local Authority

- Receives an annual report on CEIAG, including destination outcomes and Gatsby Benchmark progress.

#### Director

- Has overall responsibility for ensuring that Reach for Inclusion meets its statutory duties for careers guidance.
- Ensures CEIAG is resourced appropriately and embedded in whole-school improvement.

#### Careers Leader

Reach for Inclusion will designate a named Careers Leader who is responsible for:

- Designing, implementing and quality-assuring the careers programme (Benchmarks 1–8).
- Coordinating work with curriculum leaders, pastoral teams, SENCO, EHCP coordinators and external agencies.
- Monitoring learner participation, feedback and destinations, including those who leave at non-standard times.
- Maintaining links with local employers, training providers, colleges, sixth forms and universities.

#### Qualified Careers Advisors – Siobhan Williams, Hannah Byrnes, Erin Fletcher

- Provide independent, impartial, person-centred careers guidance in line with Gatsby Benchmark 8.
- Hold appropriate professional qualifications (e.g. Level 6/7 in Careers Guidance or equivalent) and maintain CPD.
- Offer 1:1 and group guidance sessions and contribute to key transition meetings (e.g. Year 9 options, Year 11 and post-16 reviews, EHCP reviews).

#### Teachers and Support Staff

- Embed careers learning and links to the world of work within their subject and vocational curriculum (Benchmark 4).
- Support learners to engage with CEIAG activities, particularly those with heightened anxiety, low confidence or other SEMH needs.
- Signpost learners to the Careers Leader or careers adviser when additional guidance is needed.



#### Parents, Carers and External Partners

- Parents/carers are encouraged to engage in careers events and guidance meetings, recognising their central role in supporting decisions.
- Employers, colleges, training providers and community organisations contribute to encounters, experiences and guidance in line with Gatsby Benchmarks 5, 6 and 7.

#### **6. Access to Qualified Careers Advisors (Benchmark 8)**

In line with Gatsby Benchmark 8: Personal Guidance, Reach for Inclusion will ensure that:

- All learners have ongoing access to a qualified careers adviser throughout their time at Reach for Inclusion.
- Minimum entitlement:
  - At least one 1:1 guidance interview by age 16 (KS4), and
  - At least one further 1:1 guidance interview by age 18 (KS5), with additional sessions available based on need.
- Guidance sessions can be accessed at key decision points (e.g. GCSE/alternative qualifications choices, post-16 and post-18 options) and on request by learners, staff or parents/carers.
- Records of guidance interviews are stored securely, shared appropriately with learners and parents/carers, and used to inform ongoing support and transition planning.

#### **7. Careers Programme Structure (Benchmarks 1–8)**

##### 7.1 Benchmark 1: A Stable Careers Programme

- Reach for Inclusion will publish an annual CEIAG programme on its website, clearly outlining activities for KS3–5 and how they meet Gatsby Benchmarks.
- The programme will be:
  - Planned and sequenced from Year 7 onwards, with age-appropriate progression.
  - Reviewed annually using destinations, learner voice, parent/carers feedback and staff evaluation.
  - Co-constructed with input from learners, especially those with SEMH needs, ensuring activities are accessible and meaningful.

##### 7.2 Benchmark 2: Learning from Career and Labour Market Information

- Learners and families will have up-to-date information about local and national labour markets, including growth sectors, entry requirements and typical routes.
- Careers education will teach learners how to find, interpret and question labour market information, including digital resources.
- Parents/carers will be signposted to labour market information via the website, newsletters, workshops and guidance meetings.

##### 7.3 Benchmark 3: Addressing the Needs of Each Learner

- The careers programme will be personalised and responsive to SEMH, SEND, gender, race, cultural background and other characteristics, actively challenging stereotypes and low expectations.
- We will keep clear, individual records of careers interactions, including guidance interviews, work experience, visits and employer encounters, to support progression planning.



- We will track destinations for at least three years after learners leave and use this data to improve provision, particularly for those at risk of NEET.

#### 7.4 Benchmark 4: Linking Curriculum Learning to Careers

- Teachers will routinely make explicit links between curriculum content and real-world careers.
- There will be a particular emphasis on STEM, English and digital skills, showing how these subjects open doors to a broad range of pathways.
- Curriculum planning will include careers benchmarks and SEMH-sensitive learning strategies, such as scaffolded discussion, visual supports and small-group work.

#### 7.5 Benchmark 5: Encounters with Employers and Employees

- From Year 7 onwards, learners will have regular, meaningful encounters with employers and employees (e.g. talks, workshops, mentoring, enterprise projects).
- Activities will be adapted for SEMH learners, for example:
  - Small-group or 1:1 employer encounters.
  - In-school/centre visits for those unable to travel.
  - Pre-briefing and de-briefing to manage anxiety.

#### 7.6 Benchmark 6: Experiences of Workplaces

- Learners will be supported to access work experience or workplace insight opportunities that reflect their needs, interests and readiness.
- Where mainstream placements are not yet appropriate, alternative experiences may include:
  - Supported internships, extended work-related learning in-house, social-enterprise projects or virtual work experience.
- Risk assessments and support plans will be in place to ensure safety and emotional wellbeing.

#### 7.7 Benchmark 7: Encounters with Further and Higher Education

- Learners will experience a range of encounters with post-16 and post-18 providers, including colleges, sixth forms, training providers, universities and specialist/therapeutic provision where appropriate.
- Visits, taster days and workshops will be designed with flexibility and additional support (e.g. shorter visits, quiet spaces, small-group tours).
- Providers will be invited into Reach for Inclusion to deliver information sessions and guidance, in line with the provider access policy and Baker Clause requirements (if applicable).

#### 7.8 Benchmark 8: Personal Guidance (Re-stated)

- See Section 6 above. Personal guidance is a golden thread running through all other benchmarks, ensuring that information and experiences lead to well-supported decisions.

### **8. SEMH, SEND and Inclusion**

Recognising the specific context of SEMH alternative provision, Reach for Inclusion will:

- Ensure that all careers activities are trauma-informed, flexible and co-planned with learners.



- Work closely with the SENCO, mental health and behaviour teams, social workers, youth offending teams and other professionals to identify barriers and tailor support.
- Use careers learning as a way to build self-esteem, purpose and hope, not just to inform choices.
- Ensure reasonable adjustments are made (e.g. additional adult support, visual schedules, alternative venues, gradual exposure) so that learners with high anxiety or sensory needs can still access CEIAG.

## **9. Partnerships**

Reach for Inclusion will build and maintain partnerships with:

- Local colleges, sixth forms, special and mainstream schools, training providers and universities.
- Employers and voluntary sector organisations, including those experienced in working with vulnerable young people.
- The Careers & Enterprise Company, local Careers Hubs, local authority services and independent careers providers, to support benchmark delivery and quality assurance.

Memoranda of Understanding (MOUs) and SLAs will outline expectations around safeguarding, inclusion and data sharing.

## **10. Safeguarding and Data Protection**

- All CEIAG activities will comply with Reach for Inclusion's Safeguarding and Child Protection Policy, including safer recruitment, supervision and risk assessments.
- External visitors will be appropriately vetted and briefed.
- Personal data relating to learners, including guidance notes and destination information, will be handled in accordance with UK GDPR and data protection legislation.

## **11. Monitoring, Evaluation and Quality Assurance**

- The Careers Leader will maintain a Gatsby Benchmarks audit and action plan, reviewing progress termly.
- CEIAG will be evaluated using:
  - Learner, parent/carer and staff feedback.
  - Destination outcomes and NEET data.
  - Engagement rates in CEIAG activities.
- Findings will inform the Development Plan.
- Where appropriate, Reach for Inclusion may seek external quality awards or use external review to validate its careers provision.

## **12. Learner Entitlement (KS3, KS4 and KS5)**

All learners at Reach for Inclusion are entitled to:

1. A planned programme of careers education from Year 7 onwards, which is regularly evaluated.
2. Accurate, up-to-date and impartial information about education, training and employment routes.



3. Individualised support, including access to a qualified careers adviser throughout their time at Reach for Inclusion, with at least one 1:1 guidance interview by age 16 and another by age 18.
4. Meaningful encounters with employers, employees, and workplace experiences that reflect their needs and aspirations.
5. Opportunities to meet and engage with post-16 and post-18 providers, including mainstream, special and alternative pathways.
6. A programme that respects their identity, supports their mental health and promotes their voice in planning for the future.

Policy	CEIAG Policy
Date created	September 2023
Date Reviewed	September 2025
Date of Next Review	September 2026
Signed:	
Siobhan Williams	S Williams
Jo Garner	J. Garner