



Phoenix ND Education Ltd Careers Education, Information, Advice and Guidance (CEIAG) Policy

Policy written:	May 2025
Policy review date:	May 2026
Signed by Director:	<i>E. Barnett</i>

Version control:

Version number	Details of change	Date	Next Review	Approver	Signed
1.0	Full policy and procedure review	31/05/2025	May 2026	Eloise Barnett	<i>E. Barnett</i>

1. Introduction

At Phoenix ND Education Ltd, we believe that every learner—regardless of need or background—deserves access to high-quality, nurturing careers education. Our students often face barriers linked to SEND, social-emotional challenges, and disengagement from mainstream education, and we place a strong emphasis on transition planning, self-esteem, and soft-skills development.

Our provision is carefully structured around the Gatsby Benchmarks, interpreted and delivered in a way that reflects the needs of our unique learners, who benefit from bespoke pathways, supported experiences, and personalised guidance.

We work in partnership with external providers, most notably Thrive for SEND CIC, who deliver a tailored Careers and Transitions Programme focused on young people with additional needs.

2. Aims

Phoenix ND Education Ltd aims to:

- Provide person-centred careers education that builds confidence, develops communication, emotional regulation, self-advocacy, and interpersonal skills, and fosters a strong sense of identity and purpose.
- Prepare students for transitions—from school to post-16 education, employment, or training—with a focus on emotional readiness, realistic ambition, and lifelong learning.
- Promote equality of opportunity and reduce barriers to employment and training.
- Meet all statutory duties, including access to providers of technical education and apprenticeships.
- Embed the Gatsby Benchmarks, adapting them to reflect the needs of young people with SEND.

3. Our Approach to Careers for SEND Learners

We recognise that SEND learners often require:

- A nurture-based approach to goal setting and self-evaluation that emphasises emotional safety, positive relationships, and personalised support to help learners reflect, grow, and achieve at their own pace.
- Time and space to explore their own aspirations, with encouragement and reassurance.
- Support to develop and recognise transferable skills, such as emotional adaptability, communication, and personal organisation..
- Carefully planned transitions that take into account emotional wellbeing, routine, and familiarity.

To meet these needs, we:

- Use the Thrive for SEND CIC Careers and Transitions Programme, a highly structured, differentiated model tailored to young people with SEND. This includes:
 - Vocational profiling.
 - Interests and skills exploration.
 - Building workplace awareness.
 - Small-group and 1:1 coaching.
 - Supported employer encounters and workplace visits.
 - Transition planning aligned with EHCP outcomes.
- Offer supported work experience placements as and when appropriate, based on readiness, interests, and safety.
- Embed careers themes across the PSHE curriculum.
- Ensure that every pupil has access to personalised discussions about their future, with a trusted adult.

4. Delivery and Responsibilities

Senior Leadership

- Oversees strategic planning and ensures careers provision meets legislative duties and best practice for SEND.
- Ensures the programme is reviewed and improved annually.

Designated Careers Lead

- Coordinates the careers programme.
- Liaises with Thrive for SEND CIC and arranges guest speakers, employer engagement, and transitions events.
- Maintains records of student progression planning and destination tracking.

All Staff

- Contribute to careers learning through their subject and curriculum areas.
- Use encouraging, aspirational language to support student identity and self-worth.
- Participate in whole-school initiatives like careers weeks and enterprise events.

5. Gatsby Benchmarks Adapted for SEND at Phoenix ND

1. A Stable Careers Programme

Delivered consistently through Phoenix's pastoral and academic systems, along with Thrive for SEND's structured programme.

2. Learning from Career and Labour Market Information

Simplified and contextualised for accessibility; delivered through Thrive sessions and interactive workshops.

3. Addressing the Needs of Each Pupil

Careers education is fully personalised and tracked via EHCP outcomes and learner profiles.

4. Linking Curriculum Learning to Careers

Teachers draw clear, explicit links between curriculum content and real-world applications.

5. Encounters with Employers and Employees

Pupils are introduced to workplaces and employers via Thrive-led sessions, visits, and virtual encounters.

6. Experiences of Workplaces

Supported work experience is offered where appropriate, with structured preparation and debriefing.

7. Encounters with Further and Higher Education

Local colleges and training providers are invited to engage with pupils, with pre-visit support and follow-up.

8. Personal Guidance

While Phoenix does not have a permanent in-house careers advisor, we will commission qualified advisors when needed.

6. Transitions and Post-16 Planning

- Transition planning begins early and forms part of Annual Reviews and EHCP planning.
- Parents/carers are actively involved in transition support.
- Pupils are helped to understand their post-16 options, including:
 - Supported internships
 - College and sixth-form options
 - Apprenticeships and traineeships
 - Volunteering and life-skills programmes

7. Provider Access (Baker Clause Compliance)

In line with Section 42B of the Education Act 1997 (updated 2023), we welcome requests from providers of:

- Technical education
- Further education
- Apprenticeships
- Traineeships

To request access, please contact:

Careers Lead – Phoenix ND Education Ltd

Eloise Barnett eloise.barnett@phoenixndeducation.co.uk

8. Monitoring, Evaluation and Review

- Annual feedback from pupils, parents/carers, staff and external providers is used to evaluate our programme.
- The impact of Thrive for SEND CIC's programme is assessed through:
 - Engagement logs
 - Soft skills profiling

- Destinations data
- EHCP annual reviews

We continually strive to adapt and improve in line with pupil need, sector developments, and updated statutory guidance.

Review

The policy will be reviewed annually as a minimum, unless lessons learnt or new legislation, national or local guidance suggests the need for an earlier date of review.