Crowdys Hill School

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

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Signed: Chair of Governors

Headteacher

Review date: May 2024

Vision

The Crowdys Hill School Careers Education, Information, Advice and Guidance (CEIAG) Policy exists to ensure that we meet the eight Gatsby Benchmarks and that the careers education and advice we provide our pupils is appropriate, useful and progressive and helps them to achieve their ambitions in line with their personal attributes, cognitive ability and any diagnoses. It is also in place to ensure that all staff are confident that our careers programme helps to fulfil our vision of 'learning for life' and prepare our pupils for life beyond Crowdys.

About Our School

Crowdys Hill School is a dynamic and expanding special school for pupils with moderate learning difficulties and complex needs. We have over 250 pupils, ranging from 4-19 years of age. We offer an adapted National Curriculum, with a variety of extra activities to develop our pupils' social, physical, sensory and communication abilities. We consider ourselves to be a supportive, encouraging environment where children can build their confidence and self-esteem. We encourage our pupils to be tolerant, caring and positive minded citizens.

Our Sixth Form offers pupils the opportunity to continued their education with the focus on learning for life. All pupils have the opportunity to learn new skills through choosing a vocational course and develop their work skills through work experiences, whilst continuing to study their English and Maths skills. We feel we produce employable citizens who have a good understanding of what a good employee is and how to get a job. Those young people who may not be able to work leave us as independent as they possibly can be.

Careers Education, Information, Advice and Guidance (CEIAG)

The intent of our CEIAG Policy and Careers Curriculum is to provide a stable and consistent careers programme where all pupils are provided with the opportunity to prepare for their transition into the world of work.

Pupils will experience a range of encounters tailored to their individual interests, skills, needs and circumstances which will include encounter of workplaces, and employers, an insight into further and higher education establishments and opportunities for personal guidance.

Careers Education

Our careers education consists of explicit lessons that focus on aspirations, jobs and careers. This is a planned programme of study giving pupils knowledge and skills to support them develop a knowledge of themselves, strengths, weaknesses and personal qualities and how to have a balanced view of their potential and appropriate progression routes available to them.

Careers Information

Crowdys Hill provides a learning environment where the importance of Careers is referenced across all curriculum areas. Pupils are able to feel positive about themselves and take responsibility for their own career pathways.

Across the school, all pupils are encouraged to take part in a number of Careers themed weeks each year, we include local business visits / visitors, enterprise challenges and internal work experience placements. We use our 'skills toolkit' across each key stage to encourage a common language when considering our skills set and the world of work.

Careers Advice and Guidance

At Crowdys Hill pupils have access to a range of careers support delivered in a variety of ways. All pupils will have a one to one independent careers guidance appointment where appropriate. Pupils are offered additional support at key transition points such as year 7 when they join our Secondary School, year 10 when there are asked about educational and career aspirations and during the transition to our Sixth Form or other further education environments. Parents are given opportunity to attend a meeting to discuss their child's destinations choices or a report is shared at the annual review meeting.

We recognise that we have a responsibility to ensure all pupils are provided with independent careers guidance. Independent and impartial careers advice and guidance is provided by L6 qualified careers advisors.

Meeting Gatsby Benchmarks

The section below shows how Crowdys Hill School is working towards meeting each of the Gatsby Benchmarks.

The Department for Education has made use of the eight Benchmarks of good career guidance, developed by the Gatsby Charitable Foundation to set a standard of excellence and it is against these benchmarks that we have based our Careers framework on.

GATSBY BENCHMARK 1: A STABLE CAREERS PROGRAMME

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governors and employers.

At Crowdys Hill School this involves:

- Keeping our link Governor Mick Poole up to date of our career programme plan
- SLT and Governors support our CEAIG Policy to meet all benchmarks and key transitions points
- Yearly evaluation of Careers Programme supported by all key stage staff
- Letters, meetings and information are shared with pupils and parents at annual reviews
- Timely work-related learning weeks such as National careers week and Employability week where pupils learn to develop employability skills, provide experiences of work, encounters with employers and results in informed post-16 applications
- Our Careers Lead and Head of Sixth Form keeping our destination data updated for evaluation purposes and future contact
- Receive regular guidance from our external Careers Advisor to create opportunities for our pupils

At Crowdys Hill the outcomes and impact are:

- Careers guidance programme linked to pupils need and achieving outcomes
- A Gatsby Benchmark guided programme
- Developing pupils' ability to apply knowledge, understanding and skills through work related learning
- Range of destinations based on pupil need
- Improving understanding of Local labour market information, personal finance, employability skills, their health/diagnosis, independent living skills and community inclusion
- Encourage positive attitudes to lifelong learning

GATSBY BENCHMARK 2: LEARNING FROM CAREER AND LABOUR MARKET INFORMATION

Every pupil, and their parents, have access to good quality information about future study options and labour market opportunities. They will need the support of an informed advisor to make best use of available information.

At Crowdys Hill School this involves:

- A website that has information for pupils, families, teachers and employers specifically for Careers and preparing for adulthood.
- Taking part in Careers Week and enterprise challenges across all key stages
- Specialised curriculum in years 7-14 that focus on pupils exploring a variety of skills sets to inform their destinations pathway. We also have embedded careers objectives within the primary school curriculum.
- Encounters with Independent Training Providers, Sixth Forms, Colleges support pupil and parent/carer knowledge of future pathways across all year groups

- Pre- and post- employer encounters preparation and evaluation, Local LMI used in curriculum activities

At Crowdys Hill School the outcomes and impact are:

- Sustained improvements in destination data: range, level and aspiration
- Pupils make informed decisions during key transitions beginning in year 9
- Pupils and staff have thorough knowledge of local LMI and future pathways
- Promoting the Crowdys Hill ethos of 'Learning for Life' as pupils focus on all their skills and attributes alongside academic achievement
- Better understanding of the changing world of work and their further education options.

GATSBY BENCHMARK 3: ADDRESSING THE NEEDS OF EACH PUPIL

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

At Crowdys Hill School this involves:

- 3-year plan linked directly to school ethos of 'Learning for Life'
- Challenge stereotyping
- Promote all staff as positive role-models
- Pupils Careers folders for pupil to track their own career development
- Year 11 are tracked for applications, intended and actual destinations, including interventions where appropriate
- Years 9-11 have access to Level 6 Qualified careers advisor for individual guidance
- Year 9 pupils pick pathways in line with their area of interest
- Differentiated workplace visits for pupils
- Engagement with Local Authority, Providers and Alumni to track 3 Year destinations of pupils

At Crowdys Hill the outcomes and impact are:

- Personalised career action plan shared in annual review meetings from year 9 onwards
- Raised aspirations and sustained improvements indicated by destinations data
- Pupils are fully supported through all careers and post 16 decisions
- Tracking document that ensures destinations are appropriate and contain no gaps
- Pupils have a good level of knowledge and understanding of their pathways of choice

GATSBY BENCHMARK 4: LINKING CURRICULUM LEARNING TO CAREERS

All teachers should link curriculum learning with careers.

At Crowdys Hill School this involves:

- Our Careers curriculum embeds careers information, activities and work-related learning
- All classrooms use our Crowdys Hill Skills Toolkit display during lessons
- All pupils have supported CV writing plus face-to-face interview technique support
- Maths deliver money-management

At Crowdys Hill School the outcomes and impact are:

- Dedicated curriculum time ensures maximum opportunities e.g. specific companies are researched and questions prepared before visits so that relevant information is gathered
- Expansion of employer contacts for curriculum activity
- By the end of the year, years 9- 11 pupils have a completed CV and all year 11's have had at least 1 mock Interview.

- Careers Ambassadors across all key stages, act as role models through peer mentoring and sharing of information and supporting the management of whole school careers related events
- All pupils have confidence to talk about their career development and experiences within the world of work whether that be internal or external work-related learning

GATSBY BENCHMARK 5: ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of activities including visiting speakers, mentoring and enterprise schemes.

At Crowdys Hill School this involves:

- Employers, employees, industry representatives and FE staff attend a range of events
- Pupils complete employability-based sessions, workshops and skill-building through work related learning as part of our careers curriculum
- All sixth form pupils visit at least one local employer
- Local employers attend our careers week events 3x per year to offer workshops, talks and demonstrations
- Support and promotion of apprenticeship routes

At Crowdys Hill School the outcomes and impact are:

- Increased pupil and parent awareness of career provision
- All aspects of employability and work-related learning are pupil destinations specific and linked to individual areas of interest.
- Apprenticeship opportunities information gathered and supported decision making
- On-going destinations tracking
- Increased knowledge of workplaces
- Increased knowledge of employability skills
- Increased knowledge of local LMI

GATSBY BENCHMARK 6: EXPERIENCES OF WORKPLACES

Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

At Crowdys Hill School this involves:

- Year 11 pupils participating in external or internal work experience placements
- Sixth form pupils matched to local employers for work experience placements throughout the year
- Preparing pupils for external experiences through our career curriculum

At Crowdys Hill School the outcomes and impact are:

- Increased pupil and parental awareness of the world of work and making informed decisions
- Workplace visits and experiences are linked to pupils' particular area of interest.
- Pupil and parent understanding of local LMI is increased

GATSBY BENCHMARK 7: ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

At Crowdys Hill School this involves:

College visits to a variety to post 16 providers for years 11 -14

Years 9-11 participate in National careers week where they learn about post 16 options, the application process, CV writing and mock interviews.

Increased staff awareness of different post-16 routes

At Crowdys Hill School the outcomes and impact are:

- Range of destinations for pupils
- Increased pupil and parental awareness of post 16 options and lifelong opportunities available in the world of work
- Increased staff awareness of different providers and post-16 routes.

GATSBY BENCHMARK 8: PERSONAL GUIDANCE

Every pupil should have opportunities for guidance interviews with a career advisor, who could be internal (a member of school staff) or external, provided that they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

At Crowdys Hill School this involves:

- Agency Level 6 Qualified Independent careers advisor to provide personalised 1:1 guidance for all Year 9-11 pupils
- All 6th form staff to share up to date information available of post -16 options
- Follow up careers appointments are booked in for any pupil that hasn't completed an application to a post 16 provision by the start of December
- Parental engagement in conjunction with pupil views to raise aspirations

At Crowdys Hill School the outcomes and impact are:

- Guidance interviews: guaranteed individual appointments for all pupils
- Ensure we meet the needs of all pupils, prevent NEET and ensure suitability of post-16 pathway

CEIAG Policy Stakeholders

Name	Job Title	Job Description
Lisa Baptiste	Head of Sixth Form	Responsible for maintaining overall strategy for careers and workplace learning both within the school and through external placements. Liaising with education establishment, local businesses and support organisations. Supporting pupils and family through transition to further education or employment.
Mick Poole	Governor responsible for Careers	Responsible for strategic support and challenge of careers strategy at governor level.
Ben Vickery	Careers Lead	Responsible for planning and setting the direction of careers provision at Crowdys Hill. Managing school careers and workplace learning syllabus and organise whole school careers events. Engaging pupils through careers ambassadors and aspiration assessments. Finding opportunities to learn about the workplace through connections with local organisation. Researching, developing, co-ordinating and monitoring suitable and sustainable work experience placements. Liaising with partners and stakeholders to ensure that our young people are able to fulfil their future aspirations of further education or employment.
Steve Haines	Senior Enterprise Coordinator Wiltshire Council	Careers and Enterprise Company Swindon and Wiltshire Local Enterprise Partnership Careers Hub SEN Coordinator
External Agency - Adviza	Careers Advisor	Responsible for the independent impartial advice and guidance provided to pupils in 1:1 interviews.

CEIAG Policy Monitoring and Reporting Framework

Monitoring Plan

Monitoring of the careers provision at Crowdys Hill is carried out by the Careers Lead with Head of Sixth Form to ensure the careers programme is being implemented and pupils are given the opportunity to access appropriate careers education and advice.

Whole school tracking is completed by the Careers Lead to ensure all pupils are receiving individual opportunities and encounters to meet their needs and includes meeting employers, visits to workplaces, further and higher education and training providers. Pupils are targeted depending on their needs and aspirations.

Gatesby Benchmark Assessment

Online assessments are carriers out by the Careers Lead four times per year; In September, December, March and June. Performance against each benchmark is measured through evidence of curriculum content and targets, workplace engagements, further education encounters and guidance.

Measuring and Assessing the Impact of the Careers Programme

Capturing the views and opinions of all participants in careers events or activities is important to the success of the career programme at Crowdys Hill. Completing an evaluation helps us to plan, resource and deliver the best quality Careers programme for our pupils.

We aim to use questionnaires and pupil voice to understand what went well and what we could improve on. This feedback is used to inform and amend planning and participation at events.

Evaluation activities may include:

- Analysis of whole college careers tracking
- Feedback from personal guidance interviews
- Lesson observations
- Work scrutiny
- Questionnaires - pupils, staff, parents & carers, external agencies
- Pupil voice
- Destination data

Annual Careers Curriculum Review

Each academic year the Careers Lead will review the provision on offer to pupils and adapt the whole school curriculum. This may be based on feedback, regional or national trends or recommendations from advisor or third parties such as the Careers and Enterprise Council.

Reporting

Gatsby Benchmark evaluations are reported to the Head of school by the Careers Lead. These are compared to previous evaluation to identify improvement or flag any concerns where scores have dropped.

Any feedback that raises concerns the Careers curriculum from teachers, pupils or parent will be taken forward by the Careers Lead.