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CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE POLICY

Careers Education, Information, Advice and Guidance (CEIAG) Policy V26.1

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Version History	
V24.1	No Amendments
V26.1	Updated throughout following the annual 2026 policy review.

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Purpose

Careers Education, Information, Advice and Guidance helps young people to develop the knowledge, confidence, skills and self-awareness they need to make well-informed choices and plans for their future. At Shorefields School, careers education is person-centred and inclusive, recognising that each student's future pathway will be individual to them. We provide impartial information, advice and guidance to students and, where appropriate, their parents and carers, taking account of each student's abilities, needs, interests and aspirations.

The school has regard to the Department for Education's current statutory guidance, "Careers guidance and access for education and training providers" (June 2026), including the legal duties relating to careers guidance and provider access. Our careers provision is also structured around the updated Gatsby Benchmarks and is adapted to meet the needs of learners within our specialist SEND setting.

Aims

Shorefields School aims to ensure that our careers programme:

- Empowers young people to develop aspirations and take an active role in planning and managing their own futures.
- Provides a stable, progressive and inclusive careers programme from Year 7 to Year 14. (Although we have a whole school approach to careers education, as demonstrated in our Careers programmes)
- Responds to the individual needs, strengths, communication methods, interests and aspirations of each learner.
- Provides impartial, accessible and comprehensive careers information, advice and guidance.
- Meets the eight Gatsby Benchmarks within the context of a specialist SEND school.
- Develops the knowledge, skills and learning outcomes identified within the Career Development Institute (CDI) Framework.
- Supports Preparation for Adulthood, including employment, independent living, community participation, health and wellbeing and relationships.
- Raises aspirations and broadens students' understanding of the opportunities available to them.
- Promotes equality of opportunity, challenges stereotypes and avoids assumptions about a student's future destination because of disability or additional needs.
- Provides meaningful encounters with employers, employees, further education, training providers, adult services and community/social care opportunities.
- Supports students and families to make informed decisions about appropriate and sustainable post-school pathways.
- Uses evaluation, learner voice, parent/carer feedback, staff feedback, employer/provider feedback and destination information to continually improve the careers programme.

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- Continue developing Shorefields School as a recognised centre of effective practice in SEND careers education and sharing appropriate practice locally and regionally.

Careers Education

All careers education at Shorefields School is person-centred, progressive and inclusive, reflecting the individual needs, interests, strengths, aspirations and future pathways of our students.

Careers learning is embedded throughout the curriculum and delivered through four differentiated programmes: Beach, Pier, Sunshine 1–8 and Sunshine 9.

Students are progressively introduced to the world of work, adult life and future opportunities through sensory exploration, practical activities, enterprise, employer and provider encounters, workplace experiences, community participation and individual transition planning. The programme is designed to help students develop self-awareness, communication, independence, confidence and an understanding of their own preferences and aspirations.

Learner voice is central to our approach. Students are supported to express their views and make choices using communication methods appropriate to their individual needs, including verbal communication, visual supports, symbols, photographs, AAC, eye gaze and observation. Students are encouraged to reflect on their experiences, including work experience and Provider Programme placements, where appropriate, to support future planning and informed decision-making.

Careers education develops progressively from Year 7 to Year 14 and, within post-16 provision, forms a core part of each student's individual study programme. It is closely linked to Preparation for Adulthood, recognising that a positive future destination will look different for every student and may include employment, supported employment, further education or training, volunteering, community participation, adult social care or other meaningful daytime opportunities.

The school evidences careers-related activities, experiences and learning through Tapestry, with relevant evidence identified as careers. This supports the tracking of individual participation, learning and progress.

Whole-School Careers Approach

The school's four careers' programmes provide a differentiated and progressive careers journey for students across the school:

- **Beach** – provides structured and accessible careers learning for students with autism and associated needs, using visual routines, practical experiences, communication and increasing independence.
- **Pier** – provides careers and Preparation for Adulthood experiences for students with profound and multiple learning difficulties and complex medical needs, recognising that meaningful adult outcomes may extend beyond traditional employment.
- **Sunshine 1–8** – provides progressive careers learning, independence, employability, enterprise and community participation experiences.

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- **Sunshine 9** – provides a focused programme of post-school preparation, transition planning, provider engagement, work-related learning, employability and adult pathway exploration.

The detailed content and learning outcomes for each programme are set out in the individual careers programmes and are reviewed alongside this policy.

Gatsby Benchmarks

The school uses the eight Gatsby Benchmarks as a framework for planning, reviewing and improving its careers provision. The benchmarks are applied in a way that is appropriate to our specialist SEND context, with activities adapted to students' individual communication, learning, sensory, physical and support needs.

- A stable careers programme.
- Learning from career and labour market information.
- Addressing the needs of each young person.
- Linking curriculum learning to careers.
- Encounters with employers and employees.
- Experiences of workplaces.
- Encounters with further and higher education.
- Personal guidance.

Following the 2026 review of the four careers programmes, the school has identified clear evidence against all eight Gatsby Benchmarks, with ongoing development actions identified through annual review.

Career Development Institute (CDI) Framework

The school uses the CDI Framework to support the development of the knowledge, skills and behaviours students need to manage their lives, learning and careers. Within our specialist SEND context, the framework is embedded progressively across the four careers programmes and linked to Preparation for Adulthood.

- **Grow throughout life** – developing self-awareness, skills, confidence, independence and a willingness to learn.
- **Explore possibilities** – developing awareness of careers, education, training, community and adult opportunities.
- **Manage their career** – developing choice, decision-making, planning, transition and self-advocacy skills.
- **Create opportunities** – developing the ability to recognise and use opportunities, including work-related and community experiences.
- **Balance life and work** – developing understanding of wellbeing, relationships, independence and meaningful adult life.
- **Seeing the big picture** – developing understanding of the wider community, society, workplace and changing world.

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The higher-level ADAN Personal and Social Development outcomes are also considered where relevant, particularly within Sunshine 9 and other transition-focused learning.

Careers Impact Maturity Model

The Careers Impact Maturity Model is used as a quality-improvement framework to review how effectively careers education is led, embedded, evaluated and developed across the school. Following the 2026 review, the four careers programmes demonstrate characteristics of the Optimising (Level 4) stage, while recognising that continuous improvement remains an ongoing expectation.

The model supports the school to consider strategic leadership, curriculum integration, learner outcomes, employer and community engagement, quality assurance, evaluation and the impact of careers provision. Actions identified through this process are incorporated into the Careers Strategy and annual development planning.

Preparation for Adulthood

Preparation for Adulthood is central to the school's careers approach. Careers education supports students to develop towards meaningful adult outcomes across the areas of employment, independent living, community participation, health and wellbeing, relationships, communication and self-advocacy.

The school recognises that successful destinations will differ according to each student's aspirations, strengths, needs and circumstances. The aim is to support every student to progress towards a meaningful, sustainable and dignified adult life in which they have choice, purpose and opportunities to participate.

Commitment

The Governing Body, Senior Leadership Team and all staff are committed to high-quality careers education and this is demonstrated through the resources, leadership and partnerships available:

- A designated Careers Leader with Level 6 qualifications in Careers Guidance and Development and Careers Leadership, with strategic responsibility for the implementation and development of the school's careers provision.
- Professional development and support for staff working with careers and transition, with training needs identified through ongoing review.
- Four differentiated and bespoke careers programmes, supported by accessible student and parent/carer versions.
- Bespoke careers and transition information and resources for students, staff, parents and carers.
- A dedicated careers and transition section of the school website containing relevant and accessible information.

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- Partnership working with the Greater Essex Careers Hub, employers, further education, training providers, adult services, community organisations and SEND networks.

Working With Students

- Students are supported to explore a wide range of future opportunities through meaningful encounters with employers, employees, further education, training providers, adult services and community/social care organisations.
- Individual careers guidance is available at appropriate points of need and is delivered impartially by appropriately trained staff, with external sources used where appropriate.
- Students are supported to communicate their ambitions, preferences and views regardless of communication or cognitive needs.
- Students have opportunities to experience different work and adult-life settings through work tasters, workplace visits, work experience, enterprise activities, provider experiences and community participation.
- Students receive accessible information about suitable further education, training, employment, supported employment, adult social care and other post-school opportunities.
- Students in Years 13 and 14, where appropriate, may participate in the school's Provider Programme, providing sustained opportunities to experience local 19+ provision and explore potential destinations.
- The school works with students and their families to review experiences and use this information to inform transition planning and future choices.

Working With Parents/Carers

Parents and carers are important partners in careers and transition planning. Careers and future pathway discussions form part of annual reviews and transition planning, with increasing focus from Year 9 onwards.

Parents and carers are invited to relevant careers, transition and provider events and are provided with accessible information about future opportunities. The school also aims to provide opportunities for parents and carers to discuss work experience, transitions, further education, adult services and the Provider Programme.

Parent/carers feedback is used alongside student, staff and employer/provider feedback to evaluate and improve the careers programme.

Equality, Diversity and Inclusion

We are committed to equality of opportunity and to challenging stereotypes and assumptions about what students can achieve. Careers education is adapted to ensure that all students can participate meaningfully, regardless of disability, communication needs, learning needs, gender or other individual circumstances.

The school promotes high aspirations while ensuring that choices are based on the individual student's views, strengths, needs and aspirations. Reasonable adjustments and accessible

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approaches are used to enable students to engage with careers learning and make their views known.

Provider Programme and Workplace Experiences

The school's Provider Programme provides appropriate students in Years 13 and 14 with sustained opportunities to experience local 19+ provision and explore potential post-school destinations. Where appropriate, students undertake a weekly provider placement, normally one morning per week, with experiences reviewed alongside other work-related learning.

Placements are personalised and planned in consultation with students, parents/carers and providers. The school uses appropriate agreements, information sharing, health and safety processes, risk assessment, staffing and timetabling arrangements to support safe and meaningful experiences. Student feedback and observations are used to inform transition planning and evidence the suitability of potential destinations.

Provider access arrangements for technical education and apprenticeship providers are set out in the school's separate Provider Access Policy Statement and reviewed annually.

Evaluation, Monitoring and Review

The school's careers provision is reviewed and evaluated annually as part of the wider school development and careers planning cycle. Evaluation considers the Gatsby Benchmarks, CDI Framework, Careers Impact Maturity Model, Preparation for Adulthood priorities and relevant statutory guidance.

- Student voice and accessible student evaluation.
- Parent and carer feedback.
- Staff evaluation and professional review.
- Employer and provider feedback.
- Evidence recorded through Tapestry.
- Participation in careers, work-related learning, provider and transition activities.
- Intended and sustained destination information, where available.
- Progress against the Careers Strategy and annual Careers Development Plan.
- Governance monitoring and reporting.

Findings from evaluation are used to identify strengths, areas for development and priorities for the following academic year. The Careers Leader reports to Senior Leadership and Governors as appropriate, ensuring that careers education remains a visible and continually improving part of the school's wider curriculum and Preparation for Adulthood approach.

Related Guidance and Frameworks

This policy should be read alongside the school's Careers Strategy, four individual Careers Programmes, Provider Access Policy Statement, annual Careers Development Plan and relevant statutory guidance. Key external frameworks include the Department for Education's Careers guidance and access for education and training providers statutory guidance, the Gatsby

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Benchmarks, the Career Development Institute (CDI) Framework and the Careers Impact Maturity Model.