



**Policy for Careers Education,
Information, Advice & Guidance (CEIAG)**

1. Aims

This policy has been developed to incorporate the aims and ethos of Meadowfield School alongside initiatives and statutory guidance in careers education. At Meadowfield School we work with care, consideration and commitment to ensure all our students and young adults develop the capacity to become as independent as possible so that they can make a valuable contribution to society and succeed at leading fulfilling and enjoyable lives.

Meadowfield School promotes and delivers a whole school approach to developing Careers Education and Employability skills for all learners. The CEIAG and Employability skills programme is underpinned by our whole school approach to developing a bespoke Skills for Life and the Gatsby Benchmarks. The Curriculum Pathways at Meadowfield School are integral to the curriculum offer and individual EHCP outcomes across each school Phase and students' stage of development and reflect an individual approach to meeting students' needs and future ambitions, which includes preparing for:

- Further education and/or employment: including exploring a range of career and employment options such help from supported employment agencies.
- Independent living: so that young adults have choice, control and freedom over their lives and the support they have and need for their livelihood, accommodation and living arrangements.
- Participating in society: including having a job, friends, supportive relationships, and participating in/contributing to the local community.
- Being as healthy as possible throughout adult life.
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This approach enables the different development needs of our cohort to benefit from a wide range of enriching and stimulating career, employability and work-related skills provision and gives our students every opportunity to reach their full potential regardless of their needs.

Career related aspirations and goals can vary widely for young people with additional or different needs and yet equally valid to individuals and their families. Where appropriate, FE colleges, further training, supported internships, apprenticeships, employment and volunteering are all part of that picture.

We want our learners and their parents/carers to be aware of the all the opportunities available and work in partnership towards a shared belief that many of our young people are capable of sustaining employment with the right preparation and support.

We regularly celebrate and showcase and promote the achievements of our learners.

2. Statutory Requirements and Expectations

This policy is based on the Department for Education's (DfE's) statutory Careers guidance and access for education and training providers.

This guidance refers to:

The Education Act 1997
The Education and Skills Act 2008
The School Information (*England) Regulations 2008

This policy is also in line with the more recent Skills and Post-16 Act 2022, which came into force on 1 January 2023. It explains that our school must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find on the website.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

3. Roles and Responsibilities

3.1 Careers leader

Our careers leader is Liz Hymus and they can be contacted by phoning 01795 477788 or emailing office@meadowfield.kent.sch.uk. Our careers leader is a member of the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Review our school's provider access policy statement at least annually, in agreement with our governing board

3.2 Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

3.3 The governing body

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18-year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships

- Make sure that details of our school's careers programme and the name of the career's leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

4. Our Careers Programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks:

1. A stable careers programme with a career's leader
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

(See Statement and Programme for Careers Overview at Meadowfield School)

5. Access to our careers programme information

A summary of our school's careers programme is published on our school website in the form of this policy and appendices. This includes details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting Liz Hymus or Lisa Alexander via the school office.

6. Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Surveys
- Leavers' information
- Feedback from pupils, parents, teachers and employers
- Evaluations


7. Links to other policies

This policy links to the following policies:

Provider access policy statement
Safeguarding and Child protection policy
Curriculum policy

8. Monitoring and review

This policy, the information included, and its implementation will be monitored by the governing body and reviewed annually.

 School Policy Approved by Leadership	
Policy Adopted	Date: September 2023
Policy Approved	Date: 8 th December 2023
Next Review	Date: Academic Year 2024/25