

Clifton Hill School

Document	Careers education, information, advice and guidance (CEIAG) policy
Content	Procedures for stable careers programme
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Setting

Clifton Hill is a Surrey County Council funded community school for students aged 11-19 years who have severe or profound multiple learning difficulties, autistic spectrum disorder, challenging behavior and complex health needs. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Introduction

The CEIAG provision at Clifton Hill School is designed to meet the needs of all learners and is reviewed regularly to match pupils' needs and strengths. Careers guidance is differentiated, based on high aspirations, and is personalised to the pupils' own aspirations, abilities and needs. Our CEIAG provision takes account of the full range of relevant education, training and employment opportunities, such as traineeships and apprenticeships, supported internships or routes into higher education. Clifton Hill School is committed to ensuring that every pupil is supported to fulfil their potential. This policy aims to set out Clifton Hill's provision for careers education, information, advice and guidance.

Statutory Requirements

The careers provision at Clifton Hill is in line with the DFE 2017 Careers Strategy and takes influence from the eight Gatsby benchmarks of Good Careers Guidance.

Section 42A of the Education Act 1997 states that all schools should provide pupils with independent careers guidance in Years 8 to 13 and that this guidance should:

- be presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option
- include information on the range of education or training options
- ensure that the person giving the guidance considers what will promote the best interests of the pupils to whom it is given

Section 42B of the Education Act 1997 states that there is an opportunity for a range of education and training providers to access all pupils in Year 8 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. In addition, West Hill School is compliant with the Department for Education (DfE) statutory guidance for schools on providing careers guidance

Gatsby Benchmark

At Clifton Hill School we use the Gatsby Charitable Foundation's Benchmarks to develop and improve our careers provision. We work towards achieving the 8 Gatsby Benchmarks of good career guidance identified in a report published by Lord Sainsbury's Gatsby Charitable Foundation in 2014 and use the Compass Careers Benchmark Tool to evaluate our provision. We continue to develop our practice using the SEND Gatsby Benchmark Toolkit.

Our careers programme outlines how we adopt each of the eight benchmarks. The eight Gatsby benchmarks of Good Career Guidance are:

1. A stable careers programme
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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Careers programme at Clifton Hill School.

We intend to raise pupil's aspirations and enable them to make informed decisions about their future studies and career options. We strive to provide a comprehensive and progressive careers programme that enables pupils to successfully transition to the exciting next stage of their journey. The aims and purposes of a stable careers programme are to:

- Provide career related learning opportunities to pupils throughout their school journey.
- Prepare pupils for the transition to life after Clifton Hill.
- Support pupils in making informed decisions which are appropriate for them
- Enable pupils to become responsible and resilient citizens.
- Develop personal characteristics such as social skills, communication, independence and resilience
- Inspire and motivate pupils to develop themselves as individuals and live as independently as is possible
- Encourage pupils to know and develop their aspirations

Responsibilities

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