

PRESFIELD HIGH SCHOOL & SPECIALIST COLLEGE



Careers, Education, Information Advice & Guidance Policy

Date Ratified: 4th March 2026

Date for review: 4th March 2027 *(annually)*

Signed:



Chair of Governors

Rationale

Presfield High School and Specialist College provides education for learners aged 11—19 with learning difficulties including Autistic Spectrum Condition (ASC). Our CEIAG curriculum builds upon the foundation of learning and experiences that students encounter during their time with us. Our curriculum is both innovative and progressive in addressing the government's 2018 statutory guidance, through providing our learners with not only in school experience such as enterprise, jobs in a community lesson, and visits to the local community but also developing lifelong skills to assist students in the world of work and vocational skills (whether that be supported employment or in further education).

We ensure that this is achieved through personalised work experience placements in both Key Stage 4 & 5. Career and industry visits and encounters with professionals, bespoke world or work lessons that focus on specific skills for specific jobs, volunteering in the community, and accreditation of employability skills.

Aims and Objectives

This policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997. The governing boards of maintained schools have a statutory duty to ensure that all registered pupils are provided with independent career guidance from 7 to 14.

Presfield High School & Specialist College aims to provide a broad, balanced, diverse and differentiated CEIAG curriculum which is challenging, creative and fun for students. Throughout learning, we aim to facilitate learner's acquisition of knowledge, skills and qualities which will help them to be more suitably informed about their career choices and potential after leaving Presfield High School, to have the tools and skills to have a career whether that be supported or not, and to aspire to continue in education or develop in the workplace.

Pupil entitlement

All pupils in years 7 and up to year 14 are entitled:

- To find out about education qualifications, apprenticeships and supported internship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- To hear from a range of local providers about the opportunities they offer, including specialist colleges, mainstream colleges, work-based learning providers and apprenticeships - through options events, assemblies and group discussions and taster events;

- To support how to make applications for the full range of academic and vocational courses.

Curriculum Organisation and Methodology

The CEIAG curriculum provides the learners at Presfield High School & Specialist College with meaningful opportunities tailored to meet their individual needs focussing on the Gatsby benchmarks and include the following: -

- Industry visits
- Employer/Employee encounters
- Mock interviews and CV writing
- Skill for work education with specific emphasis on particular career pathways
- Development of functional skill and its links with industry
- Volunteering
- Enterprise activities
- Mencap 'Employ Me' programme
- Career Connect sessions
- Career Week activities

We organise the curriculum into either discrete lessons, following the above opportunities, trips or visits in the community, visitors and volunteers coming into school, or buy across curricular themes addressed in a number of aspects. These are spread across the week and delivered at appropriate times and are dependent upon the age of the students and expectations during and at the end of that year. Presfield School's progression pathways are personalised to each student and matched to their flight paths. These are assessed according to awarding body criteria and students are rewarded with formally recognised qualifications.

Industry Visits

As part of a successful and informative career education. Visits to different employers and places of work are vital. We endeavour to ensure that at least once a year every student at Presfield High School & Specialist College will visit a place of work. These places can range from local industry, shops, cafes, other schools and colleges, sports centres and outdoor places. As students become more experienced the visits begin to focus on the skills and work experience that may occur in their establishments.

Employer/Employee Encounters

We endeavour to ensure that all pupils at Presfield High School & Specialist College have at least one experience and encounter with an employer or employee every year. The experiences are tailored to the needs and experiences of students in class and years. For example, our Key Stage 3 & 4 students may have lectures given to

them by sports coaches, local library staff, chefs and nurses. Sixth Form students will often have the chance to interview employees and employers when out on visits. We work closely with Mencap who deliver a 10-week employability programme to Key stage 5 pupils. Over the course of ten weeks pupils work on developing their employability skills, write their own CV and research employment opportunities with the aim of securing a work experience placement.

Mock Interviews and CV writing

Pupils within Key stage 4 and 5 will have the opportunity to receive independent careers advice with Career Connect, with respect to CV writing and interview technique as well as mock interviews.

Enterprise Activities

All students every year have enterprise experiences. These are small businesses that are run by a class or a number of classes. The profit from these small enterprises are usually reinvested into the class in the form of an end of year trip or experience. Businesses are wide ranging: Christmas cards, bags for life, breakfast cafe, car washing, carol singing, bag packing, and Easter/Christmas crafts and showcase events.

Volunteering

Being an integral part of our community is essential for our students giving them a sense of pride and meaningfulness. With this in mind volunteering for work in the community is a vital part of our career's education for all students in Key Stage 4 & 5, are given the opportunity to volunteer in some way in the community. These activities have ranged from; development of a community garden in Botanic Gardens, litter picking on the coastal road and helping with the animals at an animal sanctuary.

The delivery of the careers programme will be from a range of staff across the school and will be monitored by SLT and careers lead.

The programme will be delivered in Years 7 through to year 14 where appropriate. As a school we introduce career related activities across the whole school and pupils from primary will have meaningful encounters with a range of employers through assemblies and personal learning days. A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers.

Assessment

Productive planning and implementation in CEIAG is based around our Life Skills, Social Communication and Understanding Self Curriculum areas:

Key Stage 3

Career's Talks

Work with Career Connect

Visits to places of interest and employment

Key Stage 4

Career's Talks

Personalised 1-1 Sessions with Career Connect

Sports Leaders

Work Experience

College Links

College Transitions

Sixth Form

Life Skills

Tutorials

Personalised 1-1 Sessions with Career Connect

Residentials

Social Communication

Employability Programmes

Work Experience

College Links

College Transitions

Opportunities

Key Stage 3	<ul style="list-style-type: none">● Job and industry encounters● Volunteering within local opportunity● Classroom lessons on skills and interests.● Functional skills lessons understanding what jobs are for and introducing concepts of making money and budgeting where appropriate● Onsite work related learning activities such as classroom jobs and responsibilities● Visits to local businesses and education providers● Online discussions from external colleges about their provisions
Key Stage 4	<ul style="list-style-type: none">● Participate in an Aspirations Workshop - group of children to work in Careers lead and external agencies● Learn about the world of work from visiting speakers● First off-site work experience placement in local business or charity● Continued classroom and on - site work focussing on CV's, applications interviews and behaviour where appropriate● Visit to Skills and employment fairs● Education, Health & Care plan transition review● Working together with students and families to identify aspirations and goals for the future● Mencap employability programme● Online discussions from external providers about their supported internship opportunities and apprenticeship programmes
Sixth Form	<ul style="list-style-type: none">● Participate in an Aspiration Workshop - groups of children to work with Careers Lead and external agencies● Take part in a CV and mock interview workshop● Learn about the world of work from visiting speakers● Meeting with careers lead and external agencies● Work experience● Visit to skills and employment fairs● Education, Health and Care plan transition review● Working together with students and families to identify aspirations and goals for the future through a Vocational Profile● Supporting students with transition from school to appropriate further education● Mencap employability programme● Further talks with external providers regarding T-Levels, apprenticeships and supported internships

The Gatsby benchmarks and Presfield High School & Specialist College

The following table outlines the delivery of the careers programme against the Gatsby Benchmarks.

This will be monitored and updated as appropriate, initially using the Compass Careers Benchmarks. This will be monitored and updated as appropriate, initially using the compass Career Benchmark tool which evaluates our careers activity against the eight benchmarks of best practice - known as the Gatsby Benchmarks. Further information about the Compass Careers Benchmark Tool can be found using the following link <https://compass.careersandenterprise.co.uk/info>

Gatsby benchmark	Requirement	Presfield's Evidence
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 students, parents, teachers, governors and employers	The programme will be evaluated yearly with feedback from pupils, parents, teachers and employers as part of the evaluation process. Moderation of the programme will form part of the evaluation.
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	Pupils will have careers focussed assemblies delivered from a range of professionals; Police, Actor, Sportsperson, Fire service, Careers focussed area in the classroom - updated yearly. Links with parents provided with appropriate information regarding careers, education and opportunities on future placements discussed during EHC reviews.

<p>3. Addressing the needs of each student</p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's career programme should be embedded in equality and diversity considerations throughout.</p>	<p>Throughout the year staff actively seek to challenge stereotypical thinking and raise aspirations. Where appropriate the school seeks to provide opportunities for pupils to take part in activities that will enable them to find out more about careers eg. Friends of Botanic Gardens, Green Sefton.</p>
<p>4. Linking curriculum learning to careers</p>	<p>Students understand the links between their curriculum areas and careers available to them in those areas. This can be delivered via different mediums.</p>	<p>Across the academic year staff will ensure that the careers curriculum is fully established and implemented into their own curriculum area. This will be further enriched by external opportunities to ensure real life and classroom learning are intertwined.</p>
<p>5. Encounters with employers and employees</p>	<p>Every student 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 enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>	<p>Pupils will have the opportunity in assemblies to meet with employers from a range of industries. Pupils will meet with fire service, ambulance service, library and police colleagues if available. Weekly drop in sessions from the school nurse if appropriate. Advice from teachers regarding careers in assemblies and in classrooms.</p>

<p>6. Experiences of workplaces</p>	<p>Every child 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.</p>	<p>From year 11 all pupils have the opportunity to have first hand experiences of work placements following completion of a vocational profile, personalising the opportunity to each individual pupil. These frequently lead to an extended programme of one day a week placement.</p>
<p>7. Encounters with further and higher education</p>	<p>All students 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, university and in the workplace.</p>	<p>Pupils within Key Stage 4 and Sixth Form attend transition and career events throughout the year. Close links with local specialist colleges and training providers are accessed by pupils in Key Stage 4 and Sixth Form on a regular basis.</p>
<p>8. Personal guidance</p>	<p>Every student should have opportunities for guidance interviews with a career adviser who could be internal [a member of school staff] or external, provided they are trained to an appropriate level. These should be available whenever significant study on career choices are being made.</p>	<p>Pupils in Key Stage 4 and Sixth Form to take part in mock interviews, CV writing, job coaching, online work experiences, career shows online. School staff to support students in their transmission to Sixth Form and from Sixth Form to college/work.</p>

British Values

Our school reflects British values in all that we do. We encourage our students to be creative, unique, open minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. At Presfield High School & Specialist College, we actively promote British values in the following ways:

Democracy

- Election of school council
- Informal voting within lesson time and in form
- The principles of democracy are explored in the whole curriculum e.g. taking turns, sharing and collaboration.
- School council is established
- Weekly achievements assemblies.

The rule of law

- The school's ethos promotes and encourages respect and helps pupils to distinguish right from wrong.
- Our Behaviour and Anti-bullying policies set out a zero tolerance baseline for any form of aggression, abuse or violence, which extends to pupils, staff, parents and carers. We raise awareness of bullying on Internet safety day.
- We pride ourselves on a school culture and ethos that builds respect tolerance and resilience
- Both in and out of lessons students are actively encouraged to make the right choices, knowing that they are in a safe and supportive environment.
- Students are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely.
- Our school environment is one that promotes independence and individual communication. Our aim is to work towards students having as much independence as is suitable and possible for all.

Mutual respect

- School assemblies address what respect means and how it is shown.
- Displays around the school promote respect for others and this is reiterated through our classroom charters, as well as our Behaviour Policy.
- Both in and out of the classroom students are helped to acquire an understanding of, and respect for, their own and other opinions, cultures and ways of life.
- Staff and students are encouraged to challenge prejudicial or discriminatory behaviour. All such incidents are recorded.

Tolerance of those different faiths and beliefs

- Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school e.g. A discussion of fasting during Ramadan, or multi faith theme days.
- Links and visits are promoted with local faith communities and places of worship.

Rights of the child

This policy is in accordance with the UN Convention on the Rights of the Child:

- Article 23 Children with Disabilities- you have the right to a special education and care if you have a disability, as well as all the rights in this convention, so that you can live a full life.
- Article 29 Goals of Education - Your education should help you use and develop your talents and abilities. It should also help you to live your life peacefully, protect the environment and respect other people.
- Article 31 (leisure, play and culture) - Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

GDPR (General Data Protection Regulation)

Presfield High School & Specialist College is required to follow GDPR legislation and have an up to date and relevant Data Protection policy. The school follows this guidance as set out in this policy under the following principles:

- Fairly and lawfully processed;
- Processed for specified, lawful purposes: Presfield High School
- Adequate, relevant and not excessive;
- Not kept longer than necessary;
- Processed in accordance with the individual's legal rights;
- Securely protected against unauthorised processing, accidental loss, destruction or damage;
- Not transferred to other countries (especially outside the EU) without adequate protection.

Online Safety

Presfield High School & Specialist College is required by legislation to have an up to date and relevant online/e safety policy which can be found. The secondary/ sixth form department follows this guidance as set out in this policy.

Equal Opportunities

We believe all learners should have equal opportunities and equal access to the curriculum. Equal opportunities are addressed as follows;

- Learners with special educational needs have access to the curriculum through the use of differentiated learning strategies and tasks. These are based on individual needs.
- Specific learning and teaching strategies are used to maximise access to the curriculum for learners with ASC and those with additional barriers to learning.
- Resources and planning aim to reflect our multi - cultural society.
- Gender equality is promoted by ensuring both men and women have access to all aspects of the curriculum.
- Opportunities to address issues of gender and race are provided through discussion, texts and resources.

SMSC at Presfield High School & Specialist College

Spiritual, Moral, Social and Cultural Education form a cornerstone of all lessons. We seek to teach these qualities across the curriculum and throughout college life in the hope that these pupils go on to participate fully and contribute positively to life in modern Britain. It is linked closely to our school values and ethos. Through the use of discrete PHSE lesson as well as interviewing these values in to our curriculum we achieve our SMSC goals by encouraging and guiding students to:

- Be reflective about beliefs, values and more profound aspects of human experience, to enable them to use their imagination and creativity and develop curiosity in their learning.
- Develop and apply an understanding of right and wrong in their college life and life outside the college.
- Take part in a range of activities requiring social skills, develop an awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability.
- Where appropriate, gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training.
- Overcome barriers to learning
- Respond positively to a range of artistic, sporting and other cultural opportunities provided by the college.
- Develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain.
- Understand and appreciate the range of different cultures within the college and further afield as an essential element of their preparation for life.

Management of provider access requests

A provider wishing to request access should contact:

(L McLoughlin) Headteacher

Tel: 01704 227831 Email: lmcloughlin@presfieldschool.org

Opportunities for access

Presfield High School & Specialist College recognises that it has a statutory duty to secure independent and impartial careers education in years 7-14. Careers guidance includes all information on options available in respect of 16-18 education and training including apprenticeships. (Education Act 2011, Dfe's Career Strategy 2017 and Statutory Guidance for careers 2018). School endeavours to follow best practice outlined by expert bodies such as Gatsby, DFE and Ofsted.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Lead or a member of the Senior Leadership Team. providers are welcome to leave a copy of their prospectus or other relevant course literature.

Guidance

This policy has been written with regard to the updated Departmental Advice Document (October 2018)

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>