

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

KTS Academy



Approved by:	Governing Body	Date: 05/09/2023
Last reviewed on:	08/01/2026	
Next review due by:	08/01/2027	

Our aim is for every student to move on from us with the confidence and practical skills needed to live as independent life as possible, feeling respected for who they are and empowered to succeed as active members of their communities.

Our Careers Offer encourages independence and meaningful participation in the wider community. It reflects our vision and is firmly underpinned by the eight Gatsby Benchmarks and the National Careers Strategy. Together, these frameworks ensure a high-quality approach to careers guidance that raises aspirations and supports positive futures for all students.

Throughout their time at KTS, we support our children and young people to develop skills that prepare them for their futures. Although the wider world can present significant challenges for our learners, we are committed to breaking down barriers and inspiring individuals to push beyond perceived limits, embrace new opportunities, and have confidence in their own abilities.

By helping learners and their families to explore future pathways in a clear and purposeful way, we enable them to take their place within society and contribute positively and meaningfully.

At KTS we understand that careers education is most effective when it is woven throughout a student’s school experience, rather than delivered only at key transition points. By embedding meaningful opportunities within our curriculum and everyday practice, we give students the space to explore possibilities, reflect on their aspirations, and prepare for life beyond school, moving towards independence and employment. Through a range of creative and engaging approaches, our students build transferable work, life, and social skills that strengthen employability, enterprise, and the wider Preparing for Adulthood (PfA) outcomes.

Our Careers Plan aligns with the 8 Gatsby Benchmarks and the National Careers Strategy which provides a robust and high-quality framework for career guidance helping to deliver a system of high aspirations for all students.

Gatsby Benchmark 1	A stable careers programme	A clearly structured careers programme that is flexible and personalised, embedded across all key stages and linked to EHCP outcomes, PfA pathways, and individual support plans.
Gatsby Benchmark 2	Learning from career and labour market information	Every student and their parents should have access to good quality information about future options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information
Gatsby Benchmark 3	Addressing the Needs of Each Learner	Students have different career guidance needs at different stages. Opportunities for advice and support needs to be tailored to the needs of each student, taking account of interests, abilities, needs, and aspirations, with appropriate support for transitions and next steps.

Gatsby Benchmark 4	Linking Curriculum Learning to Careers	Functional skills, independence, and life skills are explicitly linked to real-life work and community contexts, helping learners understand how their learning supports future independence and employment.
Gatsby Benchmark 5	Encounters with Employers and Employees	Students 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. Encounters are scaffolded through role play, social stories, supported visits, and familiar adults to build confidence and understanding.
Gatsby Benchmark 6	Experiences of Workplaces	Students access appropriate workplace experiences such as supported work placements, enterprise projects, work simulations, on-site roles, or supported internships, with reasonable adjustments in place.
Gatsby Benchmark 7	Encounters with Further and Higher Education	Learners explore realistic post-school pathways including FE colleges, specialist providers, supported internships, apprenticeships, and adult services, with supported visits and transition planning.
Gatsby Benchmark 8	Personal guidance	Students and families receive regular, impartial careers guidance from trained professionals. At key transition points multi-agency partners are involved to support smooth transitions.

The Purpose & Aims of KTS Careers Programme & Strategic Action Plan

The purpose of this document is to set out how we, as a school;

- provide consistently high quality career education, information, advice and guidance (CEIAG)
- tackle inequalities and barriers to employment and independence of children and young people with SEND
- plan to continue to build and improve our existing careers offer.

We aim to do this by:

- Providing regular opportunities for students to build their skills (including life, work and social skills) through creative approaches embedded across the school;
- Providing students with real life experiences in the local community (e.g. local visits & trips) that help students to learn about business, enterprise and the world of work;
- Motivating and encouraging students to have aspirational goals towards independence and employability;
- Providing high quality, independent, impartial, personalised advice and guidance;
- Supporting parents/carers and raising their aspirations/hopes for their children;
- Supporting key transition points;

- Focusing on Preparing for Adulthood (PfA) outcomes as part of the Annual Review process;
- Providing a personalised approach towards target setting and assessment of outcomes;
- Working in partnership with local businesses and other relevant stakeholders towards community inclusion;
- Challenging stereotypes and barriers to equal opportunities;
- Regularly reviewing and revising our Careers Programme & Strategic Action Plan

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, where this is appropriate for the individual.

Our programme doesn't show bias towards any particular career path and promotes a full range of technical and academic options for pupils, within the context of their abilities. We ensure that realistic and purposeful options are pursued, without imposing restrictive limits.

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.

Our careers programme is delivered through a number of methods, including but not limited to:

- The Preparing for Adulthood agenda and curriculum
- Meaningful encounters with employers and education providers
- The Building Our Futures programme (RCVDA)
- The Skills Builder Universal Framework of 8 Essential Skills (speaking, listening, leadership, teamwork, aiming high, staying positive, creativity, problem solving)
- Talentino and Talentino Bambino resources
- Vocational pathways
- Assemblies
- Annual careers events

Pathway		Focus Area	What this looks like	Key Outcomes
<p>EYFS</p> <p>Learning is based on the child’s interests, abilities, and EHCP outcomes.</p> <p>Focus on small steps in self-care, routines, and meaningful contribution.</p> <p>Support all forms of communication to build choice-making and self-advocacy.</p> <p>Use hands-on, sensory, and real-life activities to develop skills.</p> <p>Families are partners, and learning builds foundations for adulthood, community participation, and quality of life.</p>		<p>Awareness, engagement, and early self-identity</p>	<ul style="list-style-type: none"> • Sensory exploration of familiar roles (e.g. people who help us) • Cause-and-effect activities (pressing, pulling, activating) • Supported play linked to routines (tidying, helping, choosing) • Developing preferences (likes/dislikes) • Introduction to visual timetables and predictable routines 	<ul style="list-style-type: none"> • Engagement with adults and environment • Early communication (eye gaze, gesture, vocalisation, AAC) • Beginning to understand routines and shared activities • Feeling safe, valued, and included
<p>Engagement Pathway -</p> <p>Careers education is not about job outcomes, but</p>	<p>Primary</p>	<p>Participation and simple responsibility</p>	<ul style="list-style-type: none"> • Helping roles within class (passing objects, switching lights on/off) • Exploration of community roles 	<ul style="list-style-type: none"> • Increased independence within familiar environments • Recognition of self as an active participant • Early social interaction and cooperation • Consistent ways to express preferences

<p>identity, purpose, and participation</p> <p>Progress is measured through engagement, independence, and communication</p> <p>Learning is experiential, repetitive, and meaningful</p> <p>Success is defined by quality of life, not qualifications</p>			<p>through stories, objects, visits</p> <ul style="list-style-type: none"> • Choice-making using symbols, objects of reference, or technology • Turn-taking and shared tasks with peers • Continued focus on daily life skills (self-care, routines) • Supported community visits 	
<p>The child is valued for who they are</p>	<p>Secondary</p>	<p>Contribution and functional engagement</p>	<ul style="list-style-type: none"> • On-site vocational activities (laundry, catering, recycling) • Repetition of familiar tasks in different environments • Increased participation in community-based learning 	<ul style="list-style-type: none"> • Confidence in structured routines • Awareness of self in different settings • Sustained engagement over longer periods • Increased resilience and adaptability

			<ul style="list-style-type: none"> • Developing tolerance of change and transition 	
	KS5	Preparation for adult life and transitions	<ul style="list-style-type: none"> • Repeated, meaningful activities that promote dignity and purpose • Continued development of communication, independence, and choice • Strong links with adult services and families • Supported interaction with unfamiliar adults 	<ul style="list-style-type: none"> • Sustained engagement in purposeful activity • Maintenance of independence skills • Positive transitions into adult services • A life that reflects interests, comfort, and inclusion
<p>Pre-Formal Pathway</p> <p>Careers education is practical, functional, and personalised</p> <p>Emphasis on independence,</p>	Primary	Understanding roles and responsibility	<ul style="list-style-type: none"> • Exploring different roles through play (e.g. dressing up, role-play corners) • Developing early communication to express needs and preferences 	<ul style="list-style-type: none"> • Increased independence within familiar routines • Confidence in making choices • Awareness of different roles in school and community • Development of social interaction skills • Increased responsibility within a supported environment • Growing confidence in communication • Increased independence and pride in contribution

<p>confidence, and participation</p> <p>Learning is hands-on, repetitive, and meaningful</p> <p>Success is measured by engagement, autonomy, and quality of life</p> <p>Aspirations are high but realistic, centred on the young person</p>			<ul style="list-style-type: none"> • Helping with simple classroom routines (tidying, carrying items) • Understanding predictable routines using visual timetables • Adult modelling of “working together” and “helping” • Learning about people who help us (school staff, community workers) • Using symbols or simple language to express preferences • Group activities that encourage turn-taking and cooperation • Visits from visitors or short community experiences 	
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			<ul style="list-style-type: none"> • Independence activities (e.g. Making breakfast & cooking sessions) 	
	Secondary	Developing functional skills and contribution	<ul style="list-style-type: none"> • Enterprise-style activities (e.g. school shop, snack preparation) • Understanding simple instructions and routines linked to tasks • Supported community visits with a purpose • Reinforcing independence skills (self-care, organisation) 	<ul style="list-style-type: none"> • Increased independence and pride in contribution • Early awareness of personal strengths and interests

			<ul style="list-style-type: none">• Repeating familiar tasks across different settings• Introduction to simple vocational areas (catering, gardening, cleaning)• Using communication to express likes, dislikes, and preferences• Continued development of functional and vocational skills• Community-based learning with appropriate support• Close partnership with adult services and families• Supported interaction with unfamiliar adults	<ul style="list-style-type: none">• Improved resilience and adaptability• Increased independence in familiar tasks• Clearer preferences for activities and environments• Stronger self-advocacy and decision-making
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<p>Semi-Formal Pathway</p> <p>Careers education is practical, purposeful, and progressive</p> <p>High aspirations with appropriate support and adjustments</p> <p>Strong links to Preparing for Adulthood outcomes</p> <p>Learning is hands-on, real-world, and meaningful</p> <p>Success is measured by independence, confidence, and participation</p>	<p>Primary</p>	<p>Understanding roles and routines</p>	<ul style="list-style-type: none"> • Role play linked to real-life jobs (shop, café, post office) • Making choices and expressing preferences verbally or with visuals • Helping with classroom and school routines • Listening to stories about jobs and people in the community • Taking on regular classroom jobs (monitor roles, helper tasks) • Participating in group tasks with a shared goal • Developing early organisational skills (collecting, sorting) • Beginning to talk about what they 	<ul style="list-style-type: none"> • Awareness of different roles • Increased independence in routines • Confidence in communication and choice-making • Understanding expectations within structured activities • Improved cooperation and teamwork • Recognition of personal strengths and interests
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			enjoy and are good at	
	Secondary	Functional skills and work-related learning	<ul style="list-style-type: none"> • Enterprise activities (class shop, fundraising projects) • Linking curriculum learning to real-life jobs • Supported community visits with a clear task or role • Developing independence in self-care and organisation • Repeating tasks across different environments • Developing problem-solving and resilience • Reflecting (with support) on preferences and strengths 	<ul style="list-style-type: none"> • Understanding expectations of work-like environments • Increased independence and confidence • Awareness of how skills link to adult life • Clearer preferences for activities and environments • Improved adaptability and resilience

	KS5	Supported employment, independence, and community inclusion	<ul style="list-style-type: none"> • Regular on-site work experience or enterprise projects • Supported off-site work placements where appropriate • Travel training at an appropriate level • Exploring realistic post-16 options (FE colleges, supported internships) • Person-centred transition planning with families and professionals • Strong links with adult services 	<ul style="list-style-type: none"> • Readiness for adult-style routines • Understanding future options • Increased confidence and self-advocacy • Meaningful participation in work or community activities • Positive transition into adult provision

<p>Formal Pathway</p> <p>Careers education is progressive, practical, and personalised</p> <p>Aspirations are ambitious yet realistic</p> <p>Strong links to Preparing for Adulthood outcomes</p> <p>Learning is hands-on, relevant, and transferable</p> <p>Success is measured by independence, confidence, and participation</p>	<p>Primary</p>	<p>Functional skills and work-related learning</p>	<ul style="list-style-type: none"> • Taking on regular classroom jobs with increasing independence • Learning about a range of jobs in school and the community • Group work that develops cooperation and turn-taking • Beginning to talk about strengths and interests • Short, purposeful visits or visitors linked to jobs • Enterprise projects (class shop, fundraising activities) • Applying literacy and numeracy to real-life contexts • Developing independence in organisation and self-care 	<ul style="list-style-type: none"> • Understanding the purpose of work • Improved social and teamwork skills • Growing sense of responsibility • Increased confidence and self-esteem • Increased independence • Awareness of how skills link to adult life
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	Secondary	Exploration, choice, and work readiness	<ul style="list-style-type: none"> • Repeating tasks across settings to generalise skills • Developing problem-solving and resilience • Practising appropriate behaviour in structured environments • Reflecting (with support) on preferences and strengths 	<ul style="list-style-type: none"> • Clearer understanding of personal interests • Improved adaptability and independence • Increased confidence in work-related tasks • Better understanding of workplace expectations
	KS5	Independence, employability, and community inclusion	<ul style="list-style-type: none"> • Regular on-site work experience or enterprise activities • Supported off-site placements where appropriate • Travel training at a suitable level • Exploring post-16 options (FE, supported) 	<ul style="list-style-type: none"> • Meaningful participation in work or community life • Sustained independence and employability skills • A confident sense of identity and purpose • Informed awareness of next steps • Improved self-advocacy and decision-making • Strong preparation for transition

			<p>internships, apprenticeships)</p> <ul style="list-style-type: none">• Continued development of employability and life skills• Ongoing personalised careers guidance	
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Measuring and assessing impact of KTS Careers Programme

The following assessment framework will be used to monitor and review the impact of key elements of the Careers Programme. In addition, the Compass+ tool will be used to manage, track and report on the Careers Programme.

	Quantitative data	Qualitative data
Employer / Employee Encounters	No. & breakdown (by key stage as well as industry/job type) of students accessing employer encounters	Feedback from students Feedback from class teams
Careers Information, Advice & Guidance	No. of students accessing one-to-one careers advice No. of students receiving class-based careers sessions	Feedback from students Feedback from Careers Adviser Feedback from class teams
Progression to FE	No. of students progressing onto preferred college course Destination data	Feedback from students Feedback from parents/carers
Qualification data	No of students achieving formal qualifications (functional skills, awards, certificates, diplomas)	Review of qualification offer including feedback from students, parents/carers, employers, FE providers, Careers Service, teachers
Work Experience Programme	No. of students accessing work experience placements Progress towards targets	Feedback from students Feedback from employers

Who's Who in Careers at KTS Academy

The success of our careers programme at KTS depends on the engagement of all staff, as everyone plays a role in embedding careers education throughout the school and preparing students for their future pathways. We also rely on the backing of our Governing Body, Local Advisory Boards, and other key partners—such as the Careers Service, employers, the Local Authority, and voluntary organisations—to help expand the opportunities available to our learners. Listed below are the staff members who hold specific responsibilities for developing and overseeing this Careers Plan and Programme.

Elizabeth Thompson – Assistant Head for Teaching and Learning – eluxton@ktsacademy.org.uk

Lauren Parker – Lead Professional for Preparing for Adulthood – lparker@ktsacademy.org.uk

Sam Smith – Careers Lead – ssmith@ktsacademy.org.uk

Jodie Hill – Link Governor for Careers