



**EVERYTHING
EDUCATION**

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEAIG) POLICY

2026-2027

OWNERSHIP:

Everything Education School

AUTHORISED BY:

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Everything Education School

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1.0 PURPOSE AND AIMS

Everything Education School is committed to providing high-quality careers education, information, advice and guidance (CEAIG) that raises aspirations, supports successful transitions and prepares pupils for education, employment, training and adult life. The programme is designed for the school's 11-16 cohort and is adapted to individual starting points, special educational needs and disabilities (SEND), Education, Health and Care Plan (EHCP) outcomes and intended destinations.

The school aims to ensure that pupils understand the full range of academic, technical, vocational and apprenticeship pathways; develop employability and decision-making skills; encounter employers and post-16 providers; access impartial guidance; and leave school with an ambitious, realistic and well-supported next-step plan.

2.0 SCOPE

This policy applies to pupils in Key Stages 3 and 4, all staff contributing to careers learning, the proprietor and senior leaders, parents/carers, visiting employers, education and training providers, careers advisers and other partners supporting transition and preparation for adulthood.

3.0 LEGAL AND GOOD-PRACTICE FRAMEWORK

Everything Education School takes account of the Department for Education's Careers guidance and access for education and training providers (updated 23 June 2026) as the principal national framework for high-quality careers provision. The school also uses the eight Gatsby Benchmarks as its improvement framework and takes account of relevant SEND, equality, safeguarding and data-protection requirements.

As an independent special school, Everything Education will apply the expectations in national careers guidance as good practice where a particular statutory duty is framed for maintained schools, academies, free schools or colleges. The school will also comply with any careers-related requirement that applies directly to independent schools through legislation, the Independent School Standards, contractual arrangements or commissioning requirements.

4.0 PRINCIPLES

- Pupil-centred: careers provision reflects each pupil's interests, strengths, needs, aspirations and intended destination.
- Ambitious and inclusive: SEND or disadvantage must not unnecessarily limit aspirations or access to meaningful opportunities.
- Impartial: information and guidance will not favour one institution, route or provider.
- Progressive: careers learning is sequenced from KS3 through KS4 and becomes increasingly personalised as transition approaches.
- Embedded: careers is linked to curriculum learning, PSHE, personal development, employability and preparation for adulthood.
- Evidence-informed: provision is reviewed using pupil voice, destination information, feedback and the Gatsby Benchmarks.

5.0 ROLES AND RESPONSIBILITIES

5.1 Proprietor and Headteacher

The proprietor and Headteacher provide strategic oversight, ensure sufficient time and resources are available, review the effectiveness of provision and ensure careers education supports the school's curriculum and personal-development priorities.

5.2 Careers Leader

The Headteacher will designate an appropriately trained Careers Leader. The Careers Leader coordinates the programme, employer and provider engagement, careers resources, personal guidance, staff support, destination planning and evaluation. The name and contact details of the current Careers Leader will be published or made available to pupils, parents/carers, providers and partners.

5.3 All Staff

Teachers and support staff contribute by linking learning to careers, identifying transferable skills, encouraging aspiration, supporting encounters and recording relevant progress or transition information.

6.0 THE CAREERS PROGRAMME

The careers programme will be stable, structured and accessible. It will include age-appropriate careers learning, labour market information, encounters with employers and employees, experiences of workplaces where appropriate, encounters with further and higher education or training providers, curriculum links, employability development and personal guidance. For pupils joining for shorter or part-time placements, careers activity will be prioritised in consultation with the pupil, parent/carer, commissioner and home school or local authority where relevant.

7.0 GATSBY BENCHMARKS

The school will work towards the eight Gatsby Benchmarks:

- 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.

Progress will be reviewed at least termly using an appropriate self-evaluation process. Where access is available, the school may use Compass+ or equivalent tools to support evaluation and improvement.

8.0 PERSONAL GUIDANCE AND IMPARTIALITY

Pupils will have access to impartial careers information and guidance appropriate to their age and transition stage. Personal guidance will consider the pupil's best interests and present the full range of suitable routes, including further education, sixth form, apprenticeships, technical education, vocational programmes, supported pathways and employment-related options. Internal guidance will be supplemented by external information and expertise where needed to protect impartiality and breadth.

9.0 SEND, EHCPs AND PERSONALISATION

Careers planning for pupils with SEND will be personalised and linked, where applicable, to EHCP outcomes and preparation for adulthood. Reasonable adjustments will be made so that pupils can understand information, participate in encounters and express their preferences. Careers activities may use visual supports, smaller-group or one-to-one preparation, supported visits, additional processing time, accessible resources and familiar staff.

The school will maintain high aspirations while recognising individual needs. Careers planning will consider communication, independence, travel, sensory needs, social interaction, emotional regulation, health, qualifications, employability and the support likely to be required for a successful transition.

10.0 CURRICULUM LINKS AND EMPLOYABILITY

Subject teachers will identify relevant links between curriculum learning and future pathways. English, mathematics and science will be connected to real-world applications and employment wherever appropriate. PSHE and personal development will support communication, teamwork, problem solving, resilience, financial awareness, digital skills, applications, CVs, interviews and workplace expectations.

11.0 EMPLOYER ENCOUNTERS AND WORK EXPERIENCE

Pupils will be offered meaningful encounters with employers and employees appropriate to their needs and stage. These may include employer talks, workplace visits, projects, mentoring, careers events and direct experiences of workplaces. From September 2026 the school will develop its work-experience offer in line with current DfE expectations, with meaningful in-person experience prioritised and adjustments made where necessary to enable SEND pupils to participate safely and successfully.

All activities involving external adults or off-site experiences will be planned in accordance with safeguarding, safer recruitment/visitor, health and safety, educational visits and risk-assessment arrangements.

12.0 FURTHER EDUCATION, TECHNICAL EDUCATION AND APPRENTICESHIPS

Pupils will receive balanced information about local and wider post-16 opportunities. The school will facilitate encounters with suitable colleges, sixth forms, independent training providers, apprenticeship and technical-education providers and other relevant organisations. Pupils will be supported to understand entry

requirements, course content, support arrangements, travel implications, progression routes and application processes.

13.0 PROVIDER ACCESS

Everything Education welcomes appropriate requests from education and training providers that can broaden pupils' understanding of post-16 pathways. Requests should be made to the Headteacher or Careers Leader and should state the proposed activity, target year group, intended learning outcomes, staffing requirements and any resources or facilities required.

Access will be considered in light of pupil needs, safeguarding, curriculum time, available premises, health and safety, the relevance and impartiality of the proposed activity, and the school's operational capacity. Where provider-access legislation does not apply directly to the school's independent-school status, the school will nevertheless seek to provide meaningful and balanced encounters as good practice.

14.0 LABOUR MARKET INFORMATION

Pupils will be supported to use current and accessible labour market information (LMI) to understand sectors, occupations, skills demand, routes into employment and local/regional opportunities. Staff will help pupils interpret information rather than simply presenting data, and will adapt materials to individual communication and learning needs.

15.0 PARENTS AND CARERS

Parents and carers are important partners in transition planning. The school will share relevant careers information, encourage participation in reviews and transition discussions, signpost reliable information and seek family views where appropriate. Information will be presented in accessible formats and interpreted in the context of the pupil's own aspirations and best interests.

16.0 SAFEGUARDING, EQUALITY AND ACCESSIBILITY

Careers activities will be delivered in accordance with the school's safeguarding and child protection arrangements. External visitors will be managed through the school's visitor and safeguarding procedures. Off-site activities will be risk assessed. Personal information will be handled in accordance with data-protection requirements.

The school will promote equality of opportunity and challenge stereotypes relating to disability, sex, race, religion or belief, socioeconomic background and other protected characteristics. Reasonable adjustments will be made to ensure that SEND pupils can access careers learning and encounters.

17.0 RECORDING, DESTINATIONS AND EVALUATION

The school will maintain proportionate records of careers activities and individual transition planning. Evaluation may include participation data, pupil voice, parent/carer feedback, employer/provider feedback, personal-guidance records, applications and intended/actual destinations. Information will be shared with local authorities, commissioners, home schools and other agencies where lawful, necessary and proportionate.

The Careers Leader and senior leaders will review the programme at least annually and use evidence to identify priorities for improvement. Gatsby Benchmark progress should be reviewed termly where practicable.

18.0 COMPLAINTS

Concerns about careers provision should initially be raised with the Careers Leader or Headteacher. Formal complaints will be considered under the Everything Education School Complaints Procedure.

19.0 PUBLICATION, MONITORING AND REVIEW

A summary of the careers programme, how pupils and parents/carers can access information, how impact is assessed and the review date will be made available through the school's usual information channels. This policy will be reviewed annually, or sooner where legislation, statutory guidance, commissioning requirements or the needs of the school change.

APPENDIX 1 - KS3 AND KS4 CAREERS ENTITLEMENT

Stage	Core entitlement	Examples of evidence
KS3	Self-awareness; introduction to careers and sectors; aspiration; employability skills; LMI; encounters with employers and post-16 routes.	Careers lessons, pupil voice, employer/provider encounters, curriculum links, individual targets.
KS4	Personalised transition planning; qualification/pathway choices; applications; CV/interview preparation; employer/workplace experiences; post-16 encounters; personal guidance.	Transition plan, applications, guidance record, visits/encounters, work-experience record where applicable, intended destination.

APPENDIX 2 - PROVIDER ACCESS ARRANGEMENTS

Providers wishing to request access should contact the Headteacher/Careers Leader at Everything Education School, 1234-1238 Coventry Road, Yardley, Birmingham B25 8BZ. Requests should normally be made with sufficient notice to allow safeguarding, timetable, pupil-needs and premises considerations to be assessed.

- Requests should explain the organisation, pathway(s) or qualifications to be presented and the intended pupil group.
- The school may offer an assembly, classroom, small-group or individual format depending on pupil needs and available space.
- All visitors must follow the school's safeguarding and visitor arrangements.
- The school will seek a balanced range of encounters and will not promote one provider or route to the exclusion of other suitable options.
- Access may be declined or rearranged where the activity is unsuitable for the cohort, conflicts with safeguarding or health and safety requirements, duplicates existing provision without added value, or cannot reasonably be accommodated.

APPENDIX 3 - MONITORING CHECKLIST

- Careers Leader identified and appropriately supported.
- Careers programme accessible to pupils, parents/carers and staff.
- Individual needs, SEND and EHCP outcomes reflected in careers planning.
- Current LMI used and made accessible.
- Curriculum-careers links evident.
- Employer and employee encounters recorded.
- Workplace experiences planned and evaluated where appropriate.
- Encounters with post-16 education and training providers recorded.
- Personal guidance available at key transition points.
- Intended and actual destinations monitored where information is available.
- Pupil, parent/carers and partner feedback considered.
- Gatsby Benchmark progress reviewed and improvement actions recorded.