

## Careers Education, Information & Guidance (CEIAG) Policy

<b>Document Type</b>	<b>Policy</b>
<b>Status of document</b>	<b>Final</b>
<b>Version</b>	<b>3</b>
<b>Date ratified</b>	<b>December 2025</b>
<b>Ratified by</b>	<b>Chief Executive Officer</b>
<b>Release date</b>	<b>December 2025</b>
<b>Document owner</b>	<b>Educational Services</b>
<b>Review Date</b>	<b>September 2026</b>

## Contents

1	Purpose.....	3
2	Aims .....	3
3	Careers Education.....	3
4	Commitment.....	3
5	Working with Learners .....	4
6	Working with Parents/Carers .....	4
7	Equal Opportunities.....	4
8	Evaluation, Monitoring & Review.....	4
9	Framework.....	5
10	Doucecroft Careers Programme 2025-2026 .....	9

## **1 Purpose**

Careers education helps young people to develop the knowledge, confidence and skills they need to make well informed, realistic decisions that enable them to progress smoothly into further learning, work or adult services now and in the future.

As a school, we must ensure that high quality information, advice and guidance is available to our learners, parents and carers. This will enable them to make the best choices they can, taking into consideration the learners abilities, ambitions and mental capacity. This should ensure the right pathway is chosen for them and by them.

## **2 Aims**

Doucecroft school has a statutory duty, when delivering careers education, to ensure that information about learning options and careers is presented impartially and that advice promotes the best interests of learners. We aim to ensure that our careers programme:

- Empowers our learners to plan and manage their own futures, subject to mental capacity.
- Meets the 8 Gatsby Benchmarks for good careers guidance as recommended by the Department of Education Careers Strategy 2018.
- Responds to the needs of each learner.
- Provides comprehensive information and advice.
- Raises aspirations.
- Actively promotes equality of opportunity and challenges stereotypes.
- Helps our learners to progress.
- Enables all learners to reach a positive destination after leaving Doucecroft e.g., college, training, employment, or a structured programme of activities in adult services.

## **3 Careers Education**

Our careers education is person centred and embedded throughout the curriculum to support learners in working towards and achieving their individual aspirations. By introducing learners to a variety of career pathways through practical activities, workplace settings and sensory explorations, they and their families will be better placed to make individual choices.

All this helps to prepare our learners for the challenging world beyond Doucecroft. Careers education implements a role playing model and careers day events in the early years and then builds progressively from year 7-13 and in our Transition Hub, a core part of their individual study programme.

The primary aspiration is that all our learners will develop the skills and confidence to make the most of their life choices, enabling them to follow their most appropriate pathway or career route.

## **4 Commitment**

The Senior Management Team and all staff are highly committed too CEIAG, and this is demonstrated in the resources available:

- Careers Leader with the responsibility for ensuring the school's CEIAG policy is implemented.
- A dedicated section of the website with links to relevant, trustworthy and up to date careers information and online resources on key Post 16 and Post 18 opportunities.
- Professional development for staff working with CEIAG and support to identify training needs to ensure knowledge and skills are up to date.

## **5 Working with Learners**

Our aim is to inspire and motivate learners by working closely with local, regional and national employers, colleges, and Third Sector organisations to ensure learners have access to all available opportunities.

Individual careers guidance is a key element of our CEIAG programme, and all learners and parents have access to face to face guidance at individual points of need and transition.

Learners are informed of all options available to them and receive impartial careers advice and guidance.

Where appropriate, learners will have the opportunity to have meaningful encounters with employers e.g., by visiting workplaces or participating in Skills for Life Work sessions and where appropriate work experience.

Learners will have access to information relating to suitable further education providers e.g., Colchester Institute, Chelmsford College, SEEVIC, Suffolk New College, WS Training and ACL Colchester. Wherever possible, learners will participate in college link courses prior to moving on to college.

If learners prefer to consider Traineeships, they will have the opportunity to visit local training providers and participate in a link programme to aid transition.

## **6 Working with Parents/Carers**

We strive to ensure that all parents and carers are well informed and involved in all matters relating to careers and transitions. As from year 9, there are areas for discussion during learners' annual reviews.

Parents are invited to join the 'Friends of Doucecroft' closed Facebook group to develop links with the families of former learners, share knowledge and experiences/

The Careers Leader will arrange a careers event annually, to be held at school.

Parents will be kept informed about other events, e.g., college open days or evenings via emails, newsletters and Facebook.

## **7 Equal Opportunities**

We are committed to promoting equal opportunities and seek to challenge stereotypes and ensure our students achieve their full potential.

## **8 Evaluation, Monitoring & Review**

The Careers Department development plan is reviewed and evaluated each year to ensure it fits in with the aims and objectives of the school's development plan.



If parents/carers have any suggestions about the Careers programme, they are welcome to contact our Careers Leader at school on 01206 771234.



## 9 Framework



The framework incorporates the CDI framework and is intended as information for parents/carers, Trustees, employers and other stakeholders.

“Career” describes our journey through life, learning and work.

This framework helps to illustrate how cross-curricular “career” is. This is our overall rationale for careers at Doucecroft. It is adapted to meet the needs of each learner. The Careers Programme 2025-2026 is outlined in the next section. Having a Careers Programme meets Gatsby Benchmark 1.

	Key Stage 3	Transition Hub	Relates to Gatsby Benchmark number
 <p>Grow throughout life</p>	<ul style="list-style-type: none"> <li>• Being aware of the sources of help and support available and responding positively to feedback</li> <li>• Being aware that learning, skills, and qualifications are important for career</li> <li>• Being willing to challenge themselves and try new things</li> <li>• Recording achievements</li> <li>• Being aware of heritage, identity, and values</li> </ul>	<ul style="list-style-type: none"> <li>• Responding positively to help, support and feedback</li> <li>• Positively engaging in learning and taking action to achieve good outcomes</li> <li>• Recognising the value of challenging themselves and trying new things</li> <li>• Reflecting on and recording achievements, experiences, and learning</li> <li>• Considering what learning pathway, they should pursue next</li> <li>• Reflecting on their heritage, identity, and values</li> </ul>	<p><b>2 and 4</b></p>
 <p>Explore possibilities</p>	<ul style="list-style-type: none"> <li>• Being aware of the range of possible jobs</li> <li>• Identifying common sources of information about the labour market and the education system</li> <li>• Being aware of the main learning pathways (e.g. university, college, and apprenticeships)</li> <li>• Being aware that many jobs require learning, skills, and minimum qualifications</li> <li>• Being aware of the range of different sectors and organisations where they can work</li> <li>• Being aware of the range of ways that organisations undertake recruitment and selection</li> <li>• Opportunities for a range of education</li> </ul>	<ul style="list-style-type: none"> <li>• Considering what jobs and roles are interesting</li> <li>• Researching the labour market and the education system</li> <li>• Recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it</li> <li>• Researching the learning and qualification requirements for jobs and careers that they are interested in</li> <li>• Researching the range of workplaces and what it is like to work there</li> <li>• Researching how recruitment and selection processes work and what they need to do to succeed in them</li> </ul>	<p><b>2,4,5,6 and 7</b></p>

	and training providers to visit the classroom to explore and explain routes to approved technical education qualifications and apprenticeships.	• Opportunities for a range of education and training providers to visit the classroom to explore and explain routes to approved technical education qualifications and apprenticeships.	
 <small>CDI CD FRAMEWORK</small> <b>Manage career</b>	<ul style="list-style-type: none"> <li>• Being aware that career describes their journey through life, learning and work</li> <li>• Looking forward to the future</li> <li>• Imagining a range of possibilities for themselves in their career</li> <li>• Being aware that different jobs and careers bring different challenges and rewards</li> <li>• Managing the transition into the Transition Hub and preparing for their pathway</li> <li>• Learning from setbacks and challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising the different ways in which people talk about career and reflecting on its meaning to them</li> <li>• Building their confidence and optimism about their future</li> <li>• Making plans and developing a pathway into their future</li> <li>• Considering the risks and rewards associated with different pathways and careers</li> <li>• Taking steps to achieve in their qualifications and decide about their post-16 pathway</li> <li>• Thinking about how they deal with and learn from challenges and setbacks</li> </ul>	<b>2,3,4 and 8</b>
 <small>CDI CD FRAMEWORK</small> <b>Create opportunities</b>	<ul style="list-style-type: none"> <li>• Developing friendships and relationships with others</li> <li>• Being aware that it is important to take initiative in their learning and life</li> <li>• Being aware that building a career will require them to be imaginative and flexible</li> <li>• Developing the ability to communicate their needs and wants</li> <li>• Being able to identify a role model and being aware of the value of leadership</li> <li>• Being aware of the concept of entrepreneurialism and self-employment</li> </ul>	<ul style="list-style-type: none"> <li>• Developing friendships and relationships and reflecting on their relationship to their career</li> <li>• Starting to take responsibility for making things happen in their career</li> <li>• Being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them</li> <li>• Being willing to speak up for themselves and others</li> <li>• Being able to discuss roles models and reflect on leadership</li> <li>• Researching entrepreneurialism and self-employment</li> </ul>	<b>3,4,5,6 and 8</b>
	• Being aware of the concept of work-life balance	• Reflecting on the different ways in which people balance their work and life	

 <p>Balance work and life</p>	<ul style="list-style-type: none"> <li>• Being aware that physical and mental wellbeing are important</li> <li>• Being aware of money, and that individuals and families, have to actively manage their finances</li> <li>• Being aware of the ways that they can be involved in their family and community</li> <li>• Being aware of different life stages and life roles</li> <li>• Being aware of rights and responsibilities in the workplace and in society</li> <li>• Recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting on their physical and mental wellbeing and considering how they can improve these</li> <li>• Recognising the role that money and finances will play, in the decisions that they make and, in their life and career</li> <li>• Recognising the role that they play in their family and community and considering how that might shape their career</li> <li>• Considering how they want to move through different life stages and manage different life roles</li> <li>• Developing knowledge of rights and responsibilities in the workplace and in society</li> <li>• Identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces</li> </ul>	<p><b>3,4 and 8</b></p>
 <p>See the big picture</p>	<ul style="list-style-type: none"> <li>• Being aware of a range of different media, information sources and viewpoints</li> <li>• Being aware that there are trends in local and national labour markets</li> <li>• Being aware that trends in technology and science have implications for career</li> <li>• Being aware of the relationship between career and the natural environment</li> <li>• Being aware of the relationship between career, community, and society</li> <li>• Being aware of the relationship between career, politics, and the economy</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating different media, information sources and viewpoints</li> <li>• Exploring local and national labour market trends</li> <li>• Exploring trends in technology and science</li> <li>• Exploring the relationship between career and the environment</li> <li>• Exploring the relationship between career, community, and society</li> </ul>	<p><b>2,4 and 8</b></p>

CDI Stands for Career Development Institute. This is the professional body for careers, although the Government still seems to favour the Gatsby Benchmarks.

**The Gatsby Benchmarks:**

1. A stable careers programme.
2. Learning from career and labour market information.
3. Addressing the needs of each learner.
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.

<https://www.careersandenterprise.co.uk/schools-colleges/understand-gatsby-benchmarks>

All learners have access to 1:1 guidance from either:

Maria Barden [mbarden@autism-anglia.org.uk](mailto:mbarden@autism-anglia.org.uk) – for Suffolk Learners or

Yvonne Archer, Preparing for Adulthood Adviser [Yvonne.archer@essex.gov.uk](mailto:Yvonne.archer@essex.gov.uk) – for Essex Learners

Formal and informal meetings can be arranged at any time, either at the request of the learner, their parent or their class teacher. The careers leader participates in lessons as well as accompanying learners on college link courses and work experience placements, which also gives learners the opportunities for informal careers conversations.

**What impact will this programme have?**

- After leaving Doucecroft, all our learners move into a positive destination.
- For 3 years after leaving Doucecroft, all our learners are still in a positive destination that meets their needs.
- Learners and their families know where to source reliable and trustworthy information about careers; labour market information; leisure activities and advice on financial support.
- Learners and their families understand how the whole school curriculum supports progression towards independence.

**Learner Destinations September 2025**

	2025 LEAVERS	2024 LEAVERS	2023 LEAVERS	2022 LEAVERS	2021 LEAVERS	2020 LEAVERS	2019 LEAVERS
<b>College</b>	5	6	8	2	3	2	5
<b>Training</b>		2				1	2

<b>Paid Employment</b>							
<b>Voluntary Employment</b>							
<b>Adult Services</b>					3		2
<b>NEET</b>							
<b>Furloughed</b>							1
<b>Moved out of Area</b>	1						
<b>Social Care package</b>		1	1	1			
<b>TOTAL LEAVERS FOR YEAR</b>	6	9	9	3	6	3	10

## 10 Doucecroft Careers Programme 2025-2026

### Key Stage 3 (Years 7,8 and 9)

<b>Benchmark 1</b> <i>A stable careers programme</i>	<b>Benchmark 2</b> <i>Learning from career and labour market information</i>	<b>Benchmark 3</b> <i>Addressing the needs of each learner</i>	<b>Benchmark 4</b> <i>Linking curriculum learning to careers</i>	<b>Benchmark 5</b> <i>Encounters with employers and employees</i>	<b>Benchmark 6</b> <i>Experiences of workplaces</i>	<b>Benchmark 7</b> <i>Encounters with further and higher education</i>	<b>Benchmark 8</b> <i>Personal guidance</i>
School careers programme  Learners, staff and parents regularly consulted	Parents and carers have access to LMI resources through our website e.g., JED, icanbea  Pathway discussions held	Individual transition planning during EHCP review ( Year 9)  Online or in-person workshops for parents to	Subject leaders make careers and employability links explicit in medium term planning  Enterprise activities carried out termly	Guest speakers to go into classes or to help out on particular topics  Using our own network of parents and staff, increase the	Learners have the opportunity to participate in voluntary jobs around school  Visits to College bases	In year 9, summer term, Learners choose their options before moving to Transition  If possible, start visits to Colleges	Annual EHCP review discusses futures and possible opportunities at 16 and beyond  From year 9 onwards, for Essex Learners only, the

<p>about careers programme via meetings or evaluation surveys</p> <p>Termly reports sent to Link Trustee for careers</p> <p>Careers Leader attends Trustees' meetings if invited</p>	<p>during annual EHCP reviews</p> <p>Provider and College Visits to classes</p> <p>Linking Learning opportunities with Tutors to upcoming Labour market trends</p>	<p>support them to understand what happens as their child becomes an adult e.g., financial, legal and living implications</p> <p>Deliver Vocational Profiling</p>	<p>My Path Videos shared with Key Tutors</p> <p>Exploring new ways to link Careers into all areas of learning</p>	<p>variety of employers and employees who come into school to work with our learners</p> <p>Coffee Mornings and Open Day focusing on one specific career path</p> <p>Setting up a Stall for Parents Evenings to address Careers and Moving on Plans</p>	<p>Send Forward Event</p> <p>Developing the roles across site for new roles and learners</p> <p>World of Work Sessions for Key Stage 3</p>	<p>earlier than year 10 and increase the range of colleges which we link with</p> <p>College Coffee Morning</p> <p>Invite college links to Careers Days or Events</p> <p>Explore Online discussion for Parents and colleges to link together</p>	<p>Preparing for Adulthood Adviser attends annual reviews to also discuss opportunities beyond school</p>
--	--	---	---	---	--	--	---

### Transition (Years 10-14)

<b>Benchmark 1</b> <i>A stable careers programme</i>	<b>Benchmark 2</b> <i>Learning from career and labour market information</i>	<b>Benchmark 3</b> <i>Addressing the needs of each learner</i>	<b>Benchmark 4</b> <i>Linking curriculum learning to careers</i>	<b>Benchmark 5</b> <i>Encounters with employers and employees</i>	<b>Benchmark 6</b> <i>Experiences of workplaces</i>	<b>Benchmark 7</b> <i>Encounters with further and higher education</i>	<b>Benchmark 8</b> <i>Personal guidance</i>
School careers programme	Parents and carers have access to LMI resources through	Individual transition planning during EHCP review	Subject leaders make careers and employability links	Guest speakers to go into classes or to help out on particular topics.	Learners have the opportunity to participate in	All learners, for whom it is deemed appropriate, will	Annual EHCP review discusses futures and possible

<p>Learners, staff and parents regularly consulted about careers programme via meetings or evaluation surveys</p> <p>Termly reports sent to Link Trustee for careers</p> <p>Careers Leader attends Trustees' meetings if invited</p>	<p>our website e.g., JED, icanbea</p> <p>Pathway discussions held during annual EHCP reviews</p> <p>Parents' event – career choices information available either face to face or online</p> <p>Provider Access legislation implemented, started working with SISK</p> <p>Send Forward Event</p> <p>Build more links with Providers</p>	<p>Annual survey sent to leavers to obtain destinations data</p> <p>Extended transition support where needed</p> <p>Personalised and extended work experience placements for identified learners</p> <p>Online or in-person workshops for parents to support them to understand what happens as their child becomes an adult e.g., financial, legal and living implications</p> <p>Develop DWP CV Workshops and interview Sessions</p> <p>Deliver Vocational profile set up Naturally talented me skills cv</p>	<p>explicit in medium term planning</p> <p>Enterprise activities carried out termly</p> <p>PSHE units of work on employability – mock interviews and CV writing</p> <p>Travel training in the community for identified learners</p> <p>To enable learners to obtain qualifications which are recognised in the workplace e.g., Level 1 and 2 Food Hygiene; First Aid at Work</p> <p>My Path Videos shared with Key Tutors</p>	<p>Using our own network of parents and staff, increase the variety of employers and employees who come into school to work with our learners</p> <p>Every learner, for whom it is deemed appropriate, to participate in employer visits and experiences</p> <p>Enable learners to have access to a range of real life experiences e.g., visits to law courts, Jobcentres, banks</p> <p>Setting up a Stall for Parents Evenings to address Careers and Moving on Plans</p>	<p>voluntary jobs around school</p> <p>All learners, for whom it is deemed appropriate, will have the opportunity to participate in work experience outside school</p> <p>Skills for Life and Work</p> <p>Individual WE for a longer period rather than one day, to those learners who can manage this experience</p> <p>Developing the roles across site for new roles and learners</p>	<p>have the opportunity to visit colleges and participate in link courses where they are available</p> <p>Extended transitional support for learners into their post Doucecroft placement</p> <p>Increase the range of colleges which we link with</p> <p>Increase variety of community opportunities for Semi Formal learners</p> <p>SEND Forward</p> <p>Individual college visits based on the transition pathway</p> <p>Invite college links to Careers Days or Events</p>	<p>opportunities beyond school</p> <p>For Essex learners only, the Preparing for Adulthood Adviser attends annual reviews to also discuss opportunities beyond school</p> <p>Closer partnership working with school team to get a better transition</p>
--	--	---	---	--	--	---	---

				Provide an online space for year 10 and year 11 parents to review where they are with post 16 plans		Explore Online discussion for Parents and colleges to link together	
--	--	--	--	---	--	---	--