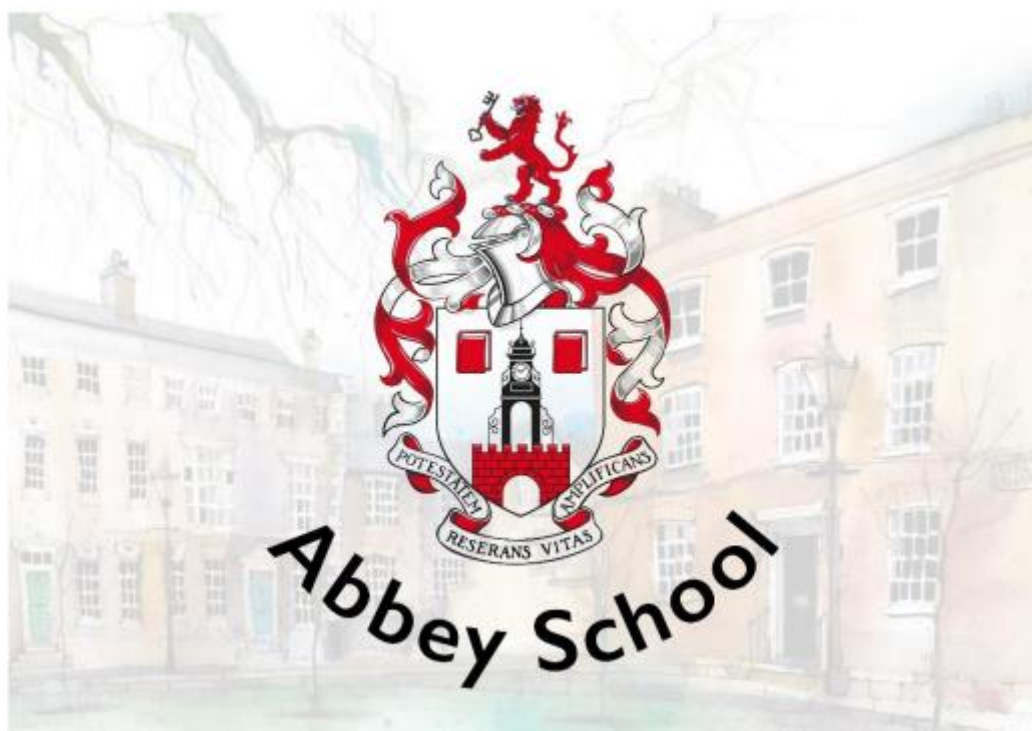




Careers Education, Information and Guidance POLICY (including Provider Access Policy Statement)

Abbey School

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Other relevant policies:

Curriculum policy

Transition policy

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1. Introduction

Abbey School puts the needs of each pupil at the centre of all learning and social experiences and has a commitment to a high standard approach to Careers Education, Information and Guidance (CEIAG). Through CEIAG work, Abbey School utilises a nurturing approach, to raise aspirations, promote equality of opportunity, to ensure every student gains the confidence, self-belief, as well as the skills, knowledge and experience required to play an active role in the management of their own career progress and to prepare pupils for life beyond Abbey School. CEIAG is about more than “getting a job”. At Abbey School, we consider that a ‘career’ is having a planned pathway for life after school. Our aim is that students are able to gain the skills to make choices and enable them to partake in meaningful daily activity and experience progression.

Abbey School's careers programme is informed by the updated Gatsby Benchmarks for Good Career Guidance, introduced for implementation from the 2025/26 academic year. Careers education is a whole-school responsibility and is embedded across the curriculum, Preparing for Adulthood, Work-Related Learning and transition planning.

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

Throughout their time at Abbey School, all students take part in a range of activities to ensure that they are well informed and able to play an active part in determining their future pathways post-school. As with all areas of learning within the school, these activities are presented to pupils on an individual basis, in a timely fashion, that takes account of their abilities and needs.

As children move through the school their individual programmes are tracked to ensure that they are all taught key elements of the Work-Related Learning curriculum at an appropriate time in their education.

The school ensures that every young person has the opportunity to access a range of independent advice and guidance to help them to understand their choices when they reach first 16 and then 18 years of age

2. Legislation and guidance

Careers provision at Abbey School has regard to the Department for Education's statutory guidance *Careers guidance and access for education and training providers*, updated June 2026.

The statutory guidance is issued under Section 45A of the Education Act 1997 and refers to:

- Sections 42A, 42B, 45 and 45A of the Education Act 1997;
- Section 72 of the Education and Skills Act 2008;
- Schedule 4 (15) of the School Information (England) Regulations 2008; and
- the Skills and Post-16 Education Act 2022 in relation to provider access.

Abbey School provides independent careers guidance which is impartial, promotes the best interests of pupils and enables pupils to understand the full range of education, training and employment pathways available to them, including academic, technical, vocational and apprenticeship routes for example.

Careers provision is adapted to meet the individual needs, communication styles, aspirations and abilities of pupils. Careers education is embedded within the wider curriculum and Preparing for Adulthood provision and is underpinned by the eight updated Gatsby Benchmarks.

The school ensures that pupils and their families are provided with appropriate information and support at key transition points and that pupils are supported to make informed and aspirational decisions about their futures.

3. Aims and Purpose

Career Education at Abbey School aims to:

- Prepare pupils for the transition to life after Abbey School
- Support pupils in making informed decisions which are appropriate and ambitious for them.
- Provide pupils with well-rounded experiences.
- Teach pupils practical, job-related skills to increase their chances and potential for gaining paid employment in the future.
- Develop personal characteristics such as social skills, communication, independence and resilience.
- Develop pupils' self-management and social skills related to having a job (for example knowing what to do during a break, knowing who to ask for help, getting to work on time, making sure work clothing is clean and ready etc).
- Inspire and motivate pupils to develop themselves as individuals and live as independently as is possible.

This policy summarises the statutory guidance and recommendations and outlines the provision of careers education, work experience and provider access.

4. Careers Provision at Abbey School

In order to support students to achieve their aspirations, careers education at Abbey School consists of the following strands:

- Social Enterprise activities.
- Abbey School's Work-Related Learning (WRL) Curriculum - Careers and preparing for life after Abbey School is a fundamental aspect of our WRL curriculum. We offer a host of vocational 'taster' courses to support students to identify their skills, interests and talents.
- All pupils from Year 7 have access to advice and guidance from our Careers Connect advisor (Hannah Fox).
- Work-Related Learning opportunities offering meaningful vocational experience on site.
- Off-site Work Experience at local businesses and charities, including job coaching to support students to excel at these placements.
- Visitors into school and offsite visits support pupils in developing their understanding of a range of different post 16 pathways.
- High-quality support, including from external agencies, with job coaching and planning next steps once leaving school.
- Experiential work education for learners with needs which would make paid employment more challenging.
- A dedicated member of staff with responsibility for WRL at KS4 and 6th Form.
- High quality externally accredited curriculum linked to Careers and preparation for living.

- Regular communication with families and the Advisory Body with regards to careers provision and its impact.
- Ensuring that the guidance that is provided promotes the best interests of pupils.

A Careers leader is appointed to ensure the leadership and coordination of a high-quality careers programme. The careers leader is Philippa Needham.

The appointed careers leader possesses the following skills:

- Leadership – they take responsibility for developing, running and reporting on the school careers programme.
- Management – they plan careers activities, manage the careers budget, and manage other staff involved in the delivery of careers guidance where necessary
- Coordination – a careful coordinator of staff from across the school
- Networking – a good networker who establishes and develops links with employers, education and training providers and careers organisations.

5. Addressing the Needs of Pupils

‘Benchmark 3: Addressing the needs of each pupil’ as outlined in the DfE’s ‘Careers guidance and access for education and training providers’.

The school’s careers programme aims to raise the aspirations of all pupils whilst being tailored to individual needs. The programme informs pupils of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils of all genders, backgrounds and abilities can consider the widest possible range of careers.

The school tailors career activities and educational goals to the needs of each pupil, taking into account their prior knowledge and skills, the choices they may face, and any additional support they may need to overcome barriers to progression

6. Students with Special Educational Needs or Disabilities (SEND)

All pupils at Abbey School have an Education, Health and Care Plan (EHCP). Careers education and transition planning therefore form an integral part of each pupil's wider Preparing for Adulthood programme.

Careers guidance for pupils is delivered through a person-centred and graduated approach, with high aspirations for every young person. Provision is personalised according to each pupil's individual needs, communication methods, abilities, interests and aspirations.

From Year 9 onwards, EHCP annual reviews include a focus on Preparing for Adulthood, including employment and future pathways. Careers guidance, including impartial personal guidance where appropriate, informs this process and supports the development of clear and ambitious outcomes.

Pupils are supported to express their aspirations, interests and preferences using communication methods appropriate to them. Where pupils are unable to communicate their choices directly, staff use their knowledge of the pupil, observation, vocational profiling and other person-centred approaches to identify interests, strengths and preferences.

Abbey School recognises that pupils with SEND, including those with complex needs, can access meaningful employment and purposeful adult lives when given the right preparation and support. Pupils are therefore introduced to a broad range of possible pathways, including further education, supported internships, supported employment, volunteering, vocational opportunities and other meaningful destinations appropriate to the individual.

The Careers Leader works alongside teachers, relevant professionals, the independent Careers Adviser, families and local authority services to support effective transition planning.

The school works closely with employers and placement providers to identify reasonable adjustments and additional support which may be required. This may include job coaching, communication support, environmental adaptations and individualised preparation for the workplace.

Families are involved throughout careers and transition planning and are supported to understand the range of pathways and opportunities available to their young person.

7. Careers Advisor and providing personal guidance

There is an independent Careers Advisor (Hannah Fox) from Careers Connect, who works alongside the Head of 6th Form and Work-Related Learning and teachers. 'Benchmark 8: Personal guidance' as outlined in the DfE's 'Careers guidance and access for education and training providers'.

Careers advice is unbiased and maintains the best interests of individual pupils at all times. The school does not promote particular future options, career or progression routes as better or more favourable than others; however, pupils will be advised, where evidence supports it, whether a chosen option has the potential to lead to poor outcomes. Personal guidance takes account of the outcomes and aspirations identified within the pupil's EHCP and wider Preparing for Adulthood planning. Guidance is presented in a way that is accessible and meaningful to the individual pupil.

<p>8. Key Stage 3</p> 	<ul style="list-style-type: none"> • Preparing for Adulthood (PFA) • Pupil pathways onto accredited and vocational courses are planned and prepared for in KS3 • Community & Enterprise projects
<p>9. Key Stage 4</p> 	<ul style="list-style-type: none"> • WRL curriculum built around broad range of vocational topics • Preparing for Adulthood (PFA) • Volunteering • One-to-one meetings with families, the school Work-Related Learning Lead and Careers Connect Careers Advisor in Year 10 and Year 11 informs individual routes into Post 16 provision and appropriate and meaningful work experience opportunities • Visits to places of work linked to the vocational topics • Maths & English taught in context of vocational topics to develop meaningful, functional, transferrable key skills • Mini-enterprise projects • WRL topics are accredited through ASDAN Transition Challenge as well as Qualifications.
<p>10. Sixth Form</p> 	<ul style="list-style-type: none"> • Pupils pursue a different employment pathway each year • Each employment pathway covers three core units: <ul style="list-style-type: none"> ○ preparing for the workplace ○ health & safety ○ me at work • Maths & English functional skills support employment pathways (Accreditation and Qualification options) • Employment pathway accredited through ASDAN Towards Independence as well as Qualifications. • College taster days • Preparing for Adulthood (PFA) • Work experience (in-house and external)

11. Providing work experience

'Benchmark 6: Experiences of workplaces' as outlined in the DfE's 'Careers guidance and access for education and training providers' Work experience is designed to meet the needs of individual pupils, with particular consideration for SEND pupils and those from disadvantaged backgrounds.

Abbey School is committed to providing pupils with meaningful and progressive experiences of workplaces, appropriately adapted to their individual needs.

In line with current DfE guidance, the school works towards providing pupils with a range of meaningful work experience activities throughout Key Stages 3 and 4. Experiences are personalised and

may include employer-led activities, workplace visits, on-site vocational experiences and external work placements.

Where appropriate, experiences provide pupils with opportunities to undertake real tasks, interact with employers and employees and develop their understanding of workplace expectations. Pupils are supported to prepare for their experiences and, in a manner appropriate to their communication needs and abilities, to reflect on what they have learned afterwards.

For pupils with SEND, reasonable adjustments and additional support are considered so that experiences remain meaningful, accessible and aspirational.

The school works with the employer to put in place additional support within the work placement for pupils with additional needs and help prepare the pupil for the work placement. The overall organisation of work experience is undertaken by the Head of 6th Form and Work-Related Learning Lead who liaises with the upper school team to ensure the most relevant and engaging opportunities are taken.

12. Work-Related Learning and Employment Pathways

'Benchmark 4: Linking curriculum learning to careers' as outlined in the DfE's 'Careers guidance and access for education and training providers'

12.1. Work-related Learning Topic Cycle at Key Stage 4

	AUTUMN	SPRING	SUMMER
1	Catering	Office Skills	Horticulture
2	Hospitality	Retail	Environment & Conservation

12.2. Employment Pathways available at Sixth Form

Pupils select one employment pathway per year. Each employment pathway consists of three modules: (i) preparing for the workplace (ii) health & safety (iii) me at work	
Catering Assistant Horticulture Assistant Leisure Assistant Office Assistant Retail Assistant Practical Workshop Assistant	

The overall organisation of work experience is undertaken by the school Work-Related Learning Leader who liaises with the Upper School team to ensure the most relevant and engaging opportunities are taken. Pupils are supported by staff to express their preferences and where students are not directly able to express their choices and preferences, staff use a variety of methods to assess students' preferences to support them in accessing the most suitable employment pathways based on their skills, preferences and interests. Families are informed and communicated with throughout the process.

13. External Partners and Supporting Agencies

In order to provide quality careers education, Abbey School works with a range of external agencies, businesses and charities.

- Careers Connect
- The Autism Hub
- Tesco Superstore in Chester
- Diverse Designs

- Northgate Arena
- Dial Cafe
- Stanlaw Abbey Allotment
- Colleges (E.g Derwen College, Aspris College, Cheshire College Seashell Trust, David Lewis College)
- Chester Cathedral (retail, litter picking, catering)

‘Benchmark 5: Encounters with employers and employees’ as outlined in the DfE’s ‘Careers guidance and access for education and training providers.’ The school engages with local employers, businesses and professional networks.’

These encounters may include:

- SEND specific Careers events
- Work Experience opportunities
- Visits to employers within the local community.
- Careers talks and activities.
- Mini enterprise events.
- Planned trips into the community

14. On-site Work-related Learning Opportunities

The Abbey School Employment Pathway vision is to provide a meaningful Work Experience and Supported Internship pathway for pupils with Special Educational Needs and Disabilities (SEND) in Abbey School’s Post-16 department.

Social Enterprise

Post 16 pupils carry out a wide range of Social Enterprise activities, such as raising money for charities.

Jobs around School

There are a range of other jobs around school which are carried out each week by Post 16 pupils,

- Office Assistant skills – collecting and distributing deliveries, photocopying, storing mobile phones.
- Catering Assistant skills – Assisting our Kitchen Manager with duties such as clearing and cleaning areas, sorting and displaying.
- Horticulture Assistant skills – Assisting our site manager with duties such as clearing, brushing, raking, planting, weeding and watering.
- Leisure Assistant Skills – Assisting our Head of PE with duties such as setting out and storing equipment, checking/cleaning equipment.
- Retail and Practical Workshop Assistant Skills – Assisting with Abbey School Mini Enterprise projects.

15. Provider’s Access Policy Statement

Abbey School is committed to ensuring that pupils have access to information about the full range of education and training opportunities available to them.

In accordance with Section 42B of the Education Act 1997 and the Skills and Post-16 Education Act 2022, the school will provide opportunities for a range of education and training providers to access pupils in Years 8 to 13 for the purpose of informing them about approved technical education qualifications and apprenticeships.

Abbey School will provide the required opportunities for encounters with providers of technical education and apprenticeships across Years 8 to 13. Encounters will be planned as part of the school's wider careers programme and will be adapted and supported where necessary to ensure they are meaningful and accessible to pupils with SEND.

Provider encounters may form part of careers activities, transition events, assemblies, curriculum activities or other appropriate events during the school day.

Providers will be given appropriate opportunities to:

- explain the education or training opportunities they offer;
- explain the routes and careers to which these opportunities may lead;
- provide information about what learning or training with the provider is like; and
- respond to questions from pupils.

Pupils will be supported to prepare for encounters in a way appropriate to their individual needs and communication styles.

16. Using Labour Market Information

‘Benchmark 2: Learning from career and labour market information’ as outlined in the DfE’s ‘Careers guidance and access for education and training providers’.

The school will ensure pupils, and their parents, have access to high-quality information about future options and labour market opportunities where required. Pupils and their parents are referred to Hannah Fox (Abbey School Careers Advisor) to help them make best use of the information available.

The school will ensure pupils, and their parents understand the value of finding out about the labour market and support them in accessing this information.

The school will make use of local connections to provide pupils with appropriate experiences.

17. Enabling encounters with further education (FE) and higher education (HE)

‘Benchmark 7: Encounters with further and higher education’ as outlined in the DfE’s ‘Careers guidance and access for education and training providers’ The school will provide pupils and parents/carers with a range of information and opportunities to learn about the future options, to prevent last minute decision-making. The school will not present any future options more favourably, nor will it disproportionately promote its own sixth form over other options. The school will ensure that there are opportunities for providers to visit the school and speak to pupils in Years 7 to 14.

18. Management of Provider Access Requests

A provider wishing to request access should contact Mrs Philippa Needham, Head of 6th Form and Work-Related Learning.

Telephone: 01244 960000

Email: p.needham@abbeyschool.com

19. Opportunities for Access

Opportunities for provider access are incorporated into Abbey School's careers and transition programme. These may include transition events, careers activities, employer and provider encounters, curriculum-linked sessions and other planned opportunities.

The school will ensure that statutory provider encounters are appropriately distributed across Years 8 to 13 and that pupils are able to access information about a range of technical education and apprenticeship pathways.

Due to the individual needs of pupils at Abbey School, the format and delivery of encounters may be adapted to support communication, understanding, sensory needs and engagement. Such adaptations will not unnecessarily restrict pupils' access to information about the full range of available pathways.

20. Sharing Information

The school will provide the relevant information about all pupils to the LA support services including:

- Basic information, such as the pupil's name or address
- Other information that the LA requires to support the pupil to participate in education or training to track their progress

Pupils with SEND will have their data monitored by the LA up until the age of 25. LAs will be notified, as early as is possible, whenever a 16- or 17-year-old pupil leaves an education or training programme before completion.

21. Recording, Monitoring and Evaluation

The school maintains records of pupils' participation in careers activities, employer encounters, workplace experiences and personal guidance, as appropriate.

Pupils' aspirations and intended destinations are used to inform individual careers and transition planning. Destination information and feedback from pupils, families, employers, staff and external partners are used to evaluate the effectiveness of the school's careers programme and identify areas for future development.

The Careers Leader regularly reviews careers provision against the Gatsby Benchmarks and reports on the development and impact of the careers programme to senior leaders and the Advisory Body.

22. Premises and Facilities

The school will make the dining hall, classrooms or meeting spaces available for discussions between the provider and students, as appropriate to the activity. The school will also make equipment available to support provider presentations. This will all be discussed and agreed in advance of the visit with the Work-Related Learning Leader or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Work-Related Learning Leader. This will be made available to pupils and families as appropriate.