



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

Our Vision

Achieving More Together

Our Mission

*Working together passionately to achieve the best
outcomes for children and young people in our SEND & AP settings*

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Version Control

Version No.	Amendments	Date
1.0	New Policy written	Sept'23
1.1	Annual review – amendments to job roles	Jan'25
1.2	Update of name changes, added PLC info, updated refs to latest statutory guidance, clarified legal basis, minor phrasing changes	Jan'26

1 Introduction

This policy sets out the Enable Trust's commitment to delivering a high-quality, consistent Careers Education, Information, Advice and Guidance (CEIAG) programme across all our schools. Our aim is to ensure that all our young people develop the knowledge, skills, and behaviours required to make informed choices about their future, in line with the Ofsted Education Inspection Framework and statutory requirements.

Enable Trust is passionate about ensuring that all our young people move on to an outcome appropriate to them when they leave us; an outcome that can respond to their specific support needs, raise aspirations and self-esteem, and take them on their next step into young adulthood.

Enable Trust is committed to implementing the recommendations of the government's Careers Strategy and use the Gatsby Benchmarks (see Appendix A) to develop careers programmes that are embedded across each school's curriculum. contributing to the personal development, wellbeing, and preparation for adult life of all our students. We want our students to see opportunities, experience workplaces, further education settings and understand how they can access and contribute to their local communities

This policy reflects the most recent statutory legislation and guidance, including:

- Education Act 1997 (Section 42A) – duty to provide independent and impartial careers guidance for pupils in Years 8–13
- Skills and Post-16 Education Act 2022 – strengthening statutory requirements for provider access
- Careers guidance and access for education and training providers (DfE, most recent version)
- Provider Access Legislation (PAL)/Baker Clause – ensuring all pupils can access information about technical education and apprenticeships
- The Gatsby Benchmarks for Good Career Guidance (current framework)
- Ofsted Education Inspection Framework

The Enable Trust ensures all its schools comply with statutory duties, maintain impartial careers guidance, and deliver high-quality, equitable programmes.

2 Purpose

All schools have a statutory duty to provide all registered pupils with independent careers guidance from Year 7 to Year 13.

The purpose of the CEIAG policy is to explain our strategy for fulfilling our duty, meeting the careers guidance needs of every student in Enable Trust and preparing them for transition into work, Further or Higher Education and Apprenticeships.

3 Aims and Objectives

Our overarching aim is to deliver professional careers education, information, advice and guidance by achieving all 8 of the Gatsby Benchmarks, putting the needs of each student at the centre of learning and social experiences, with a commitment to a high standard approach to CEIAG. Careers guidance at Enable Trust is led by our specialist L6/L7 qualified careers adviser (CIAG Lead), due to the complex special educational needs of our students.

Enable Trust celebrates the positive differences of all students and recognises their worth within the workplace. This leads to bespoke ways of working with each student to ensure needs are met through the CEIAG programme, to equip students with the skills required to follow their chosen career pathway.

Throughout all our transition planning the Student Voice and the Parent/Carer voice, as included in student's Education, Health and Care Plans, must remain central to decision making at all times. We are proud that all the young people who leave us go on to secure a pathway that is suitable and appropriate to them.

The Enable Trust's careers provision aims to:

- Ensure consistency and high-quality delivery across all our schools
- Support pupils to develop high aspirations and ambitious career goals
- Enable pupils to make informed, evidence-based decisions at key transition points
- Promote equality of opportunity and challenge stereotypes
- Respond to local labour market needs and national skills priorities
- Embed careers education as a core component of personal development

4 The statutory duty for schools to provide careers guidance

The DfE statutory guidance, Careers guidance and access for education and training providers — most recently updated in May 2025 — supports the statutory duties under the Education Act 1997 for schools to secure high-quality, independent and impartial careers guidance that prepares pupils to make informed decisions about education, training and employment.

The Skills and Post-16 Education Act 2022 strengthened this legislation by introducing a requirement for every school to provide a minimum of six meaningful provider encounters for pupils in Years 8-13 with providers of technical education and apprenticeships, with parameters around content and timing to ensure the encounters are of high quality.

All our Trust schools comply with provider access legislation (Baker Clause), offering pupils access to technical education and supported internship/apprenticeship providers in Years 7–13 where appropriate. Provider Access Policies are published and aligned across the Trust.

Safeguarding and risk assessments are applied consistently for all our employer encounters and experiences of work.

5 Role of the Local Governing Body (LGB)

Each school's LGB must make sure that the independent careers guidance provided:

- Is presented in an impartial manner
- Includes information on the full range of education and training options including college and special 6th form places, apprenticeships and internships, and bespoke individualised programmes of study.
- Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

6 Careers Information

Careers information is delivered and embedded throughout our curriculums and as a priority aims to develop student's knowledge, skills, and understanding of:

- Vocational skills and post-16/18/19 pathways – “What happens after Year 11, and what choice is right for me? What are my options? What can I do once I am 18 or 19? What job might I like to do?”
- Key skills in communication, literacy, numeracy and ICT – “How can I use these subjects and others? What are the functional uses of these key skills? Why are they important and useful to me?”
- Independence and life skills – “How can I organise myself, catch a bus, stay safe? How can I ask for help when I'm older?”
- Personal and social skills – “How can I make and maintain long lasting friendships? How can I find out about and access clubs and groups near me?”

7 Independent Advice

Independent Careers Guidance is overseen by our qualified CIAG Lead and delivered by appropriately trained Higher Level Teaching Assistants in each school. Our person-centred approach ensures that guidance is bespoke to the individual needs of every student and their parents/carers and is informed by their views and aspirations. These plans and discussions begin in Year 7 and 8, and continue through to Year 14, contributing to the young person's Education Health and Care Plan.

To ensure that the information we provide is independent, we:

- Help students navigate career exploration web-sites, FE, HE education and training provider sites and the South Glos, Bristol, and BANES Local Offers
- Guidance is impartial and adapted for our broad range of SEND and vulnerable learners
- Offer Transitions and Careers and Preparation for Adulthood Evenings to students and their parents/carers from Year 7, where we invite representatives from local education, training and community support providers, in line with the Baker Clause.
- Work closely with the 0-25 SEN Team and the South Glos. Pathways to Independence Team
- Visit Local Offer education and training providers both as class groups, smaller groups, and individuals, to ensure we have the most up to date information on courses and programmes on offer, as well as support levels and any provision changes.
- We want all our students to see what is out there and experience what life is like as a college or sixth form student, as an apprentice or employee, or when accessing the community as a young adult
- Our individual school websites have links to the Local Offer, the Preparation for Adulthood Team and how to contact the school's Careers Lead:

[Culverhill School](#)

[New Siblands School](#)

[Two Bridges Academy](#)

<https://www.pathwayslearningcentre.org.uk/ceiag/>

8 Equal Opportunities

Within Enable Trust, Careers Information and Guidance is designed to provide access and opportunity for all, regardless of gender, ethnic origin or disability. We adapt the curriculum and advice to meet the needs of all our pupils, taking into account their individual needs and abilities. We believe that every student has a different journey to take, but all are equally valuable.

9 Providing Independent Guidance for Parents/Carers

Parents/Carers are informed about our school curriculums via our school web-sites, and Newsletters. At EHCP Annual Reviews and Parents Meetings Parents/Carers are provided with information about our CIAG support.. We also ensure they have access to individual meetings, either at school or at home, and can also access support through the Pathway to Independence Team (South Glos), and “SEND and You – Say” (formerly Supportive Parents): <https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/service.page?id=r8ZRSE3Utl4>

We encourage parents/carers to attend informal coffee mornings where representatives from these teams attend, as well as our annual Transitions and Careers Evenings.

10 Monitoring and Evaluating the impact of our CIAG work

- We monitor the intended destinations of our school leavers in April and we are currently developing systems to track our students once they have left us and whenever they have started a new learning programme in September. We always encourage and invite past students to come back and tell us how they have been getting on.
- Students with poor attendance, or who are at risk of becoming ‘Not in Education Employment or Training’ (NEET), are identified early and interventions planned to secure appropriate placements. We work closely with local alternative education providers, who can sometimes provide a different learning environment for our students for whom the main school can be particularly challenging.
- We are developing systems to audit our CIAG work each summer, to ensure we know we are improving our provisions and outcomes for our young people, responding to their individual and ever changing needs
- We continually use Gatsby Benchmark tracking, parent/pupil voice, destinations, and employer feedback
- Reports are provided to Trust Leadership and Board

Appendix A - The Gatsby Benchmarks

11 Gatsby Benchmark Cross-Reference

Gatsby Benchmark	How the Trust Ensures Compliance
1. Stable Careers Programme	Policy and programmes implemented consistently across all schools, reviewed annually, with leadership oversight.
2. Learning from Career & Labour Market Information	LMI incorporated across Trust schools via curriculum, digital platforms, and employer interactions.
3. Addressing the Needs of Each Pupil	Targeted support for SEND and vulnerable pupils; tracking of progress and destinations.
4. Linking Curriculum Learning to Careers	Subjects embed careers links; lessons contextualised with real-world relevance.
5. Encounters with Employers & Employees	Employer engagement scheduled across all schools; Trust-level partnerships leveraged.
6. Experiences of Workplaces	Coordinated work experience and workplace visits across schools; consistent safeguarding.
7. Encounters with Further & Higher Education	FE/HE and apprenticeship providers accessed consistently; events coordinated Trust-wide.
8. Personal Guidance	Independent careers guidance offered at key transition points in each school; staff trained to Trust standards.

1. A Stable Careers Programme

Every school and college should have an embedded programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.

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.

3. Addressing the needs of each student

Different career guidance is needed at different stages. Opportunities for advice and support needs to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

4. Linking curriculum learning to careers

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

5. Encounters with employers and employees

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

6. Experiences of workplaces

Every student 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.

7. Encounters with further and higher education

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, universities and in the work-place.

8. Personal guidance

Every student should have opportunities for guidance interviews with a career's adviser, who could be in-ternal (a member of the school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs