

**Careers Lead:** Julia Wilson (Head of Upper School)

**Careers Coordinator:** Katy Moore

**Link Governor:** Andy Cannan

### Our Vision

Achievement for All

### Our Mission

To fulfil this through **optimising** every child's **individual** pathway through life, learning and work.

### The Rights of the Child

This school is a Rights Respecting School, and we support children's entitlement as expressed in the United Nations Convention on the Rights of the Child. The rights which apply to this policy are:

- **Right 2:** Non-discrimination.
- **Right 3:** The best interests of the child must be a top priority.
- **Right 12:** Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.
- **Right 16:** Every child has the right to privacy.

### Equality Impact

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Date written	February 2026
Date approved	
Date for review	February 2027

This policy has been written to ensure that all our children, parents and staff have access to relevant information about careers and future options. Every young person will be at a **different stage, with different circumstances**, and our system for opportunity, support and encouragement ensures that the best possible outcomes are offered for their future.

## Rationale

A young person's career is their **individual pathway** through life, learning and work. All our young people need a planned programme of activities to support them and their families make informed decisions and plan a **learning journey which prepares them for optimum next steps within and beyond Sandgate.**

Sandgate School seeks to maximise the life chances of all our young people. It is crucial to prepare our young people and their families for life beyond school.

This policy aims to give clear commitment to a framework for Careers, Education, Information, Advice and Guidance (CEIAG) in **Key Stage 3, Key Stage 4 and Post-16** and build on the broad and balanced curriculum taught in Foundation Stage, Key Stage 1 and Key Stage 2.

It is important that all students leave school aware of themselves as individuals, aware of the opportunities available to them and are supported to be able to make decisions about their future. They should be prepared for the transition from full time education to the world beyond. Therefore, **careers education is a key part of a young person's personal and social development and is embedded in all aspects of the curriculum as well as taught discretely from Key Stage 3.**

Sandgate School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to further learning opportunities, **community involvement**, jobs and careers that they will find engaging and rewarding.

Good CIEAG widens students' horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills

necessary to make successful transitions throughout their life. This supports social mobility by improving opportunities for all young people.

Effective CEIAG will provide opportunities for students to:

- Investigate and implement career/post school prospects.
- Experience the working world and personalised opportunities.
- Understand how to keep safe in the world of work and where to go for help if needed.
- Have the skills, knowledge and support to make well-informed, realistic decisions.
- Where possible be supported to be able to plan their future choices and understand how to access information, advice and guidance to improve life chances.
- Understand how their education is linked to their potential future choices.
- Make imaginative, creative and innovative use of new technologies to raise the quality of learning within the wider school curriculum.
- Understand and explore own and others' beliefs and values through the curriculum and links to SMSC, Cultural Capital, Personal Development and PSHE.
- Have access to and use appropriate platforms to develop employability skills, track progress and store personal careers information.
- Have access to quality guidance through appropriate support services and professional bodies.
- Learn through practical experience to enable informed decision-making.

**Statutory requirements**

All students in Years 7 to 14 at Sandgate are entitled to:

- Find out about their options and opportunities regarding their future. Part of our careers programme provides information on the full range of education and training options available at each transition point.
- Hear from a range of local providers about the opportunities they offer, including, where relevant, further education, supported internships, apprenticeships, work opportunities, day services and community involvement.
- Help and support to complete available and relevant applications.
- Have support from a trained careers advisor, such as a member of *Inspira*, to help inform and shape decisions.

## Aims

Sandgate School aims to maximise the opportunities for every young person, supporting each student to develop a sense of purpose, direction for the future, and the confidence to realise individual potential in a rewarding and meaningful way. Where possible the students will access the world of work or community activities, through available volunteering and work-related learning opportunities.

We aim to equip our students with skills for working life and community involvement by promoting functional skills and independence. This forms the basis of the learning entitlement for all students in Key Stage 3, Key Stage 4 and Post-16, improving motivation and attainment, self-esteem and developing long term realistic aspirations, thus preparing for transition into adulthood and work-readiness where appropriate.

The careers programme at Sandgate aims to be delivered according to the Gatsby Benchmarks, a framework endorsed by the DfE and Careers Development Institute (see Appendix 1). This framework outlines the experiences and information each young person and their parents/carers should have access to in order to make informed decisions about the future. We aim to develop essential skills for life and improved

employability throughout the curriculum, using the Skills Builder framework and applying this in community and workplace settings.

Progress is monitored through termly Compass+ Evaluations of the Gatsby Benchmarks for SEND, the Future Skills Questionnaires for students (where appropriate), an annual Internal Leadership Review (using the Careers Impact Maturity Model and Compass+), student evaluations of careers learning and work experience (where appropriate), annual EHCP reviews for each student and tracking on the Progression Pathway.

We aim to continue to develop our relationships with Post 16 education and training providers, including F.E. Colleges, Right2Work, Oaklea Trust, Adult Day Services and Supported Internship opportunities to achieve the best possible progression for our students. We also strive to build relationships with employers for work experience employment opportunities, providing employer training for reasonable adjustments where necessary.

The Careers Lead and Careers Coordinator will be a resource for staff, students and parents and inform of latest developments and opportunities. The Careers Coordinator will assist teachers, where requested, to develop work experience opportunities and meet the Gatsby Benchmarks. Communication will be key to raising aspirations, developing progressive knowledge and skills to ensure pre-requisites for next steps, and ensuring inclusivity.

All members of staff at Sandgate School are expected to be aware of the policy and to be part of its implementation.

## Entitlement

The careers programme is designed to meet the needs of students at Sandgate School. It is personalised through regular discussions with staff, parents and other agencies at EHCP reviews and in the setting of IEP targets, to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. It contributes to their Personal Development and Post 16 curriculum.

Students are entitled to careers education and guidance that is impartial and confidential. It will be integrated into their experience of the whole curriculum, based on a partnership with students and their parents or carers. The programme will promote inclusion, **free of prejudice, favouritism or discrimination**. It will provide additional support as required for any student with specific needs or identified as being at risk of becoming NEET (Not in Education, Employment or Training). It will work with the relevant outside agencies to ensure continuity from Child to Adult Services to ensure the continued support and provision for students and their families.

Sandgate School will ensure that students are well prepared for the next stage of their education, training and or/employment. We will ensure that we provide timely, independent information, advice and guidance to assist students on their next steps in these areas. Students should have an informed understanding of the options and the challenges facing them as they move through the school and on to the next stage of their education and/or training. Transition programmes are developed to ensure the best possible transition occurs, especially when moving to a new establishment.

### **Monitoring and Evaluation**

Monitoring of CEIAG takes place through:

- The Careers Lead and **Careers Coordinator** ensuring that the CEIAG programme is audited internally against the Gatsby Benchmarks for SEND and updating areas identified using the **CEC Compass+ platform**. Termly **Compass+ evaluation** and annual Internal Leadership Review using the **Careers Impact Maturity Model** (Appendix 4).
- **Participation in Cumbria Careers Hub and Careers and Enterprise Company meetings and annual conference.**
- **Participation in Cumbria Communities of Practice.**

- The Careers Lead and Careers Coordinator implementing improvements where necessary following discussions with SLT, staff, students and their families and employers. An action plan will be written and evaluated each year.
- Effectiveness reviews and feedback will be gathered from staff, students, families and providers to further develop the programme.
- The Careers Lead and Careers Coordinator will report on provision, activities and an evaluation to the Head Teacher and Link Governor for CEIAG at least once a year.

## Areas of Responsibility

### Head Teacher:

- Has an overview of the programme within the school.
- Will ensure all relevant statutory documents are accessible on the school website, are maintained and up to date.

### Governors:

- Ensure the school fulfils its statutory obligations and has a clear policy on CEIAG which is communicated and accessible to all.
- Understand the Sandgate Careers programme will be based on the guidance in the SEND Gatsby Benchmarks and [The Careers Statutory guidance for schools and further education colleges and sixth form colleges produced by the DfE. \(updated May 2025\)](#)
- Ensure that arrangements are in place to allow a range of educational and training providers to access students in Key Stages 3 and 4 and Post-16 and a relevant Provider Access Policy is in place. A named member of the governing body will liaise with the Head Teacher, Careers Lead and Careers Coordinator to support and encourage employer engagement in the school.

## Careers Lead and Careers Coordinator:

- Monitor and liaise with the Head Teacher and Governors.
- Create, maintain and evaluate the Careers Programme (see Appendix 2 for the Careers Programme Overview).
- Complete the termly Compass+ evaluation.
- Inform and update staff regarding the school's careers programme.
- Implement appropriate platforms for careers education and personal guidance and provide staff training as necessary.
- Oversee the CEIAG programme delivery across Key Stages 3 and 4 and Post-16 and ensure careers is part of the broad and balanced curriculum taught in EYFS, KS1 and 2 (making links with PSHE/ topics where appropriate).
- Liaise with Pathway Leads at Sandgate to maintain up-to-date information regarding development, relevance and progression for students to meet the statutory requirements for the Careers Programme, including DfE updates, the Gatsby Benchmarks for SEND, Compass+ and Ofsted (where applicable).
- Further develop relationships with FE Colleges and other relevant agencies for the continued development and improvement of the Careers Programme and opportunities offered at Sandgate School.
- Liaise with relevant staff regarding maintaining records of qualifications gained and Destination Data for three years after students have left Sandgate School (a statutory requirement).
- Provide guidance and as much support as needed for setting up work experience and volunteering opportunities, following the Equalex model and the Gatsby Benchmarks, with an emphasis on ensuring the experiences are meaningful (see Appendix 3).

- Participate in NEET Forum and available CPD.

### **Teachers:**

- Deliver the careers programme - as part of the school curriculum through all subjects and PSHE/topics/functional skills, developing cross curricular links where possible.
- From KS3 refer to and embed the Skills Builder framework, making links with practical experiences.
- Use prior learning of students to inform future planning relating to careers.
- Be involved in EHCP Reviews and discuss future aspirations and opportunities. Include a 'career-based target' in KS3, KS4 and Post-16 reviews and IEPs where possible.
- Liaise with the Careers Lead regarding their students and the Careers Programme.
- Let the Careers Coordinator know which careers opportunities the students are accessing so that it can be recorded on Compass +.

### **Students:**

- Where possible, will contribute to their annual EHCP review and complete their Student Voice expressing future career aspirations.
- Develop a working relationship with their teacher, TA or Career Lead regarding career aspirations.
- Have access to information and visitors to support their decision making.

- Meet with and discuss with a member of the Inspira team (Careers Advisor) to receive support and guidance towards their career choices and pathway for the future (KS3 onwards).
- Where possible contribute to the planning of work experience opportunities and evaluate the experience in terms of employer provision and own development.
- Where possible, from Key Stage 4, complete Future Skills Questionnaires, Intended Destination data, Skills Assessments and Vocational Profiles to increase self-awareness and assist in the development of a personalised learning journey towards intended next steps.
- Identify their strengths and interests for their future.
- Give feedback to help evaluate the Careers Programme and its effective for them.

#### **Parents/carers:**

- Attend students' EHCP annual reviews where contributions and feedback are welcomed.
- Have access to information about the options for future provision. Have support for the transfer from child to adult social services, from agencies such as Westmorland and Furness Council, Social Services, Inspira and the DWP.
- Parents/**carers** will be notified about and encouraged to attend relevant FE open evenings, careers events or provider awareness sessions. They will also be invited to relevant school careers or information sessions, including ones from guest speakers.
- Have access to relevant information on the school website and social media pages.

- Give feedback to help evaluate the Careers programme.

**Appendix 1. Gatsby Benchmarks (updated September 2025).**

**Full report:**

<https://cdn.gatsbybenchmarks.org.uk/app/uploads/2024/11/good-career-guidance-the-next-10-years-report.pdf>

**SEND Specific:** <https://www.gatsbybenchmarks.org.uk/send/>

<https://cdn.gatsbybenchmarks.org.uk/app/uploads/2024/11/good-career-guidance-perspectives-from-the-send-sector.pdf>

**List of Gatsby Benchmarks:**

1	A STABLE CAREERS PROGRAMME
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION
3	ADDRESSING THE NEEDS OF EACH YOUNG PERSON
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

**Appendix 2: Sandgate School Careers Overview**

Draft: [Sandgate Careers Overview.docx](#)

### Appendix 3: Equalex Framework for Work Experience



### What is equalex?

- A framework of structured, progressive learning outcomes to raise the quality of work experience for learners
- A multi-year, multi-experience model supported by the curriculum and accessible to ALL learners
- A tiered approach providing a structure offering breadth and depth of workplace experiences

Equalex for SEND: <https://includedcareers.co.uk/equalex/>

### Appendix 4: Careers Impact Maturity Model

[CI Maturity Model \(schools and special schools\).pdf](#)