



At Heltwate, We SHINE

*We aim for our students to be
Supported, Happy, Independent, Nurtured, Empowered*

Careers Education, Information, Advice and, Guidance Policy

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Introduction

All young people have an equal entitlement to high-quality Careers Education, Information, Advice and Guidance (CEIAG) that supports their understanding of the world of work, future pathways and preparation for adult life. School helps young people to explore future options and supports them in making informed and realistic decisions about the opportunities open to them.

At Heltwate School, we provide bespoke experiences, encounters and exposure to the world of work for learners with Severe Learning Difficulties (SLD). Where appropriate, individual or group impartial advice is offered to students to support their next steps, whatever this looks like for the individual. We support pupils and families to identify appropriate next steps that will support successful transition into adult life, across all Curriculum Pathways.

As our school vision states: At Heltwate, we **SHINE**

Supported, Happy, Independent, Nurtured, Empowered

This policy summarises statutory guidance and national frameworks and outlines the bespoke provision of careers education, work-related learning, employer engagement and provider access at Heltwate School. It reflects the **updated Gatsby Benchmarks as adopted into statutory guidance from September 2025**, alongside the **Equalex Framework**, adapted to meet the needs of learners with SLD, to ensure learners access (where appropriate) 50 hours of work experience across the year.

Heltwate School provides a relevant, aspirational and developmentally appropriate **My Future Operational Plan**, embedded across Curriculum Pathways from ages 4–19. The programme meets the diverse needs of pupils and students with SLD and is responsive to individual abilities, strengths, communication styles and support needs. It is informed by evaluation and underpinned by a robust strategic and whole school development plan.

Careers education and guidance make a significant contribution to preparing young people for the opportunities, responsibilities and experiences of adult life. At Heltwate School, careers education is understood as **Preparation for Adulthood** and supports learners to develop self-awareness, independence, communication, confidence, participation and an understanding of future roles, environments and routines.

In line with the school's vision, values and aims, students are supported to make informed, realistic and meaningful decisions about future pathways that suit their interests, needs and abilities. A bespoke approach is used, aligned to the **CDI Framework (Primary)** and delivered through Operational Plans for each Curriculum Pathway.

Policy – Commitment

Heltwate School is committed to providing an inclusive, equitable and aspirational careers programme that challenges stereotypes, broadens horizons and values a wide range of future outcomes for all pupils and students.

Aspirations are defined individually through Individual Learning Plans (ILPs), Education, Health and Care Plans (EHCPs) and personalised guidance. Pupils and students are supported to express preferences, interests and aspirations in ways appropriate to their communication needs and abilities. The **My Future Operational Plans** ensures careers education is embedded within Curriculum Pathways and delivered in accessible and meaningful ways.

The school follows best practice guidance from the Department for Education and expert bodies including Ofsted, the Careers Development Institute (CDI), the Careers and Enterprise Company (CEC), the local Careers Hub and the Gatsby Charitable Foundation. The **Equalex Framework** is adapted and used to strengthen equity, promote inclusive employer engagement and parity (where appropriate).

Aims

- To raise achievement and aspiration through high expectations and personalised support
- To ensure all learners access inclusive and meaningful careers-related learning
- To support learners and families to understand a wide range of future pathways

- To develop independence, communication, social skills and confidence
- To prepare learners for transition into adulthood and lifelong participation
- Inspire and motivate pupils to develop themselves as individuals and live as independently as is possible

From Year 9 onwards, learners have an increasingly personalised futures plan. This may include in-house and supported work experience, employer encounters, role play, enterprise activities, provider visits and transition support. These experiences are reflected within ILPs and EHCP, delivered through the curriculum. Training Provider and college open days support the transition process.

1. Purpose

- To prepare pupils and students for life after Heltwate School
- To support informed, realistic and person-centred decision-making
- To provide a wide range of inclusive and developmentally appropriate experiences
- To develop transferable life and employability skills
- To inspire learners to live as independently and meaningfully as possible

2. Policy Scope

2.1 This policy covers Careers Education, Information, Advice and Guidance for students in Key Stages 3, 4 and 5, with a whole-school approach from early years onwards.

2.2 The policy has been reviewed in line with **Careers guidance and access for education and training providers: Statutory guidance for schools and guidance for further education colleges and sixth form colleges**, as updated and implemented from **September 2025**.

2.3 The policy adopts the **eight Gatsby Benchmarks**, as updated and adopted into statutory guidance from 2025. These are interpreted flexibly and appropriately for learners with SLD.

2.4 The policy covers the legal duty to ensure education and training providers can access pupils in Years 8–13. At Heltwate School, this means access through **adapted, supported and meaningful encounters and experiences**.

2.5 Careers education is a shared responsibility across the school and is embedded within teaching, support and leadership roles.

2.6 Students leave school with an understanding of themselves as individuals, awareness of future opportunities and supported ability to make decisions about adult life.

3. Objectives

The objectives of this Careers Education and Guidance policy are aligned to the updated Gatsby Benchmarks (2025):

- 3.1 To ensure all students access a stable and embedded careers programme
- 3.2 To enable students to learn from career, community and labour market information in accessible ways
- 3.3 To ensure careers provision addresses the needs of each individual learner
- 3.4 To link curriculum learning to future roles, skills and pathways
- 3.5 To provide meaningful encounters with employers and employees
- 3.6 To provide appropriate experiences of workplaces and work-related environments
- 3.7 To ensure supported encounters with further education, training and adult provision
- 3.8 To provide access to personalised and impartial careers guidance

4. School Responsibilities

4.1 The school will:

- Provide independent and impartial careers guidance, where appropriate
- Ensure guidance is in the best interests of each learner (where appropriate)
- Offer information about a wide range of education, training and future pathways
- Enable provider access through adapted and supported encounters

- Ensure provision remains embedded across the Curriculum Pathways
- Publish and review a Provider Access Policy

4.2 Careers provision is based on the updated Gatsby Benchmarks and strengthened through the Equalex Framework, ensuring equity, inclusion and appropriate employer engagement.

4.3 The school monitors and evaluates its careers provision through internal review and external scrutiny, including input from the Careers Hub, Enterprise Advisor and Ofsted.

5. Statutory Requirements and Recommendations

Heltwate School complies with statutory duties under **Section 45A of the Education Act 1997** and associated DfE statutory guidance;

Careers guidance and access for education and training providers (updated May 25).

Heltwate School endeavours to be at the forefront of career related learning and activities for students with SEND. In line with this guidance, careers provision and guidance (where appropriate) are inclusive, personalised and adapted to meet the needs of learners with SEND. Through collaboration with colleges, employers, local authorities, training providers, families, the local community and the Careers Hub, the school ensures that provision is current, relevant, ethical and effective.

The school will ensure that My Future activities will meet the principles of the Provider Access Legislation but are adapted to meet the needs of students. Encounters will be available for all students at Heltwate School but will:

- Enhance, enthuse, and meet the individual needs of every student at Heltwate School from Year 8 through to Olympic College (19), and provide access to a range of providers. This will be through opportunities embedded into the curriculum as well as discrete sessions.

6. Careers Provision at Heltwate School

Careers education is delivered through the **My Future Operational Plans**, aligned to the CDI Framework (Primary).

Provision includes:

- Embedded careers learning across Curriculum Pathways
- Dedicated careers learning in KS4 and KS5
- Supported employer encounters and work-related learning
- In-house and community-based work experiences
- Provider visits, college taster days and transition support
- Careers guidance integrated within EHCP annual reviews
- Where appropriate, from year 7, access to advice and guidance from a qualified Careers Advisor.

Provision is adapted across Key Stages 3, 4 and 5 to reflect age, stage and individual need.

7. Governor Responsibilities

The Governing Body will:

- 7.1 Ensure a clear and compliant CEIAG policy is in place
- 7.2 Monitor alignment with statutory duties and the updated Gatsby Benchmarks
- 7.3 Support inclusive employer engagement and provider access (where appropriate)
- 7.4 Nominate a governor with strategic oversight of CEIAG
- 7.5 Ensure the school meets its legal obligations

8. Monitoring, Evaluation and Review

8.1 The Headteacher ensures that:

- Careers provision is supported and monitored
- A member of the Senior Leadership Team has strategic oversight of CEIAG

8.2 The effectiveness of the policy is evaluated through:

- Learner and family feedback
- Participation and destination data
- Internal evaluation and external review

8.3 This policy is reviewed every year.

Appendix 1 – Arrangements for Provider Access

Appendix 2 – The Gatsby Benchmarks (Updated 2025)

(retaining the eight benchmarks with revised emphasis on inclusion, impact and meaningful experiences)

Appendix 3 – [My Future Operational Plans](#)

APPENDIX 1 PROVIDER ACCESS POLICY STATEMENT

Introduction

This statement sets out Heltwate School's arrangements for provider access, in line with **Section 42B of the Education Act 1997** and the **Provider Access Legislation (PAL) 2023**. It ensures students have access to information about technical education, apprenticeships, and training opportunities appropriate to their needs.

Student Entitlement

All pupils in **Years 8-13** are entitled to:

- Learn about **technical education, apprenticeships, and training opportunities** as part of our careers programme.
- Engage with a **range of providers** through assemblies, options events, group discussions, and site visits.
- Understand **how to apply** for academic and technical courses.
- To meet statutory requirements, Heltwate School ensures students receive **at least three separate provider encounters but those that are relevant to the age, stage and needs of the students:**
- **Year 8 or 9** – Introduction to the world of work, employment, jobs
- **Year 10 or 11** – Further insight through employer visits, taster events, or talks, college applications,
- **Year 12 or 13** – Guidance on post-16/18 pathways, applications, and opportunities.

Access Requests & Implementation

Providers wishing to engage with students should contact the **Careers Leader**, who will coordinate visits in line with the school's timetable. Sessions must include:

- Information about **the provider and qualifications offered**.
- Career pathways linked to these qualifications.
- Insight into **learning, training, and application processes**.
- Q&A opportunities for students.

Heltwate School facilitates these encounters through **guest talks, employer visits, and trips to training providers**, ensuring alignment with students' aspirations and needs.

For further details or to request access, please contact:

Sam England – Careers Lead and Careers Advisor.

s.England@heltwate.net

01733 262878

Opportunities for access

A number of events, integrated into the school careers programme, and where appropriate, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

	<i>Autumn term</i>	<i>Spring term</i>	<i>Summer term</i>
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Years 7 and 8	➤ Trips and visits to businesses in the local area to experience LMI ➤ Community experiences ➤ Opportunities and experiences through the 6 areas of learning from the school's Operational Plan. This Plan is based on the 6 areas of learning from the CDI Framework (Primary). 		
Year 9	➤ Participation in ASDAN accreditation ➤ Partnership with local business and community visits. ➤ Whole school My Future Day ➤ Trips and visits to our community ➤ Taster days involving Sports Coaches ➤ Assemblies		
	➤ Opportunities and experiences through the 6 areas of learning from the school's Operational Plan for all year groups.		
Year 10	➤ visits from colleges ➤ Visit to colleges. ➤ Careers Open Evenings ➤ Visits from business ➤ School Careers Open Days ➤ Work Experience days	➤ College taster days ➤ visits from colleges ➤ Visits from business ➤ School Careers Open Days ➤ Work Experience days ➤ Health Event	➤ College taster days ➤ visits from colleges ➤ Visits from business ➤ School Careers Open Days ➤ Work Experience days
Year 11	➤ Post 16 event - meeting with previous pupils and their families ➤ Visits from business ➤ School Careers Open Days ➤ Careers Fair visit ➤ Visits from school alumni ➤ Work Experience	➤ KS4 attend careers event. ➤ Careers advisor in school regularly and working alongside young person and family ➤ Visits from business ➤ School Careers Open Days ➤ Visits from school alumni ➤ My Future Day ➤ Work Experience ➤ Health Event	➤ Visits from business ➤ School Careers Open Days ➤ Meetings with the Careers Leader ➤ Work Experience

Year 12	➤ Post 16 event - meeting with previous pupils and their families ➤ Visits from business ➤ Community visits ➤ Visits related to the Post-16 Curriculum	➤ KS5 attend careers event ➤ Meeting with the school's Careers Leader ➤ Visits from business ➤ Community visits ➤ Visits related to the Post-16 Curriculum ➤ Health Event	➤ Visits from business ➤ Community visits ➤ Visits related to the Post-16 Curriculum
Year 13	➤ Post 16 event - meeting with previous pupils and their families ➤ Visits from business ➤ School Careers Open Days ➤	➤ Post 16 event - meeting with previous pupils and their families ➤ Visits from business ➤ School Careers Open Days ➤ Activities with the school's Careers Leader ➤ Health Event	➤ Post 16 event - meeting with previous pupils and their families ➤ Visits from business ➤ School Careers Open Days ➤ Activities with the school's Careers Leader
Year 14	➤ Post 16 event - meeting with previous pupils and their families ➤ Trips and visits out. ➤ Visits from business ➤ School Careers Open Day ➤ Careers Fair ➤ Transition visits to college ➤	➤ Post 16 event - meeting with previous pupils and their families ➤ Trips and visits out. ➤ Visits from business ➤ School Careers Open Days ➤ Transition visits to college ➤ Health Event	➤ Post 16 event - meeting with previous pupils and their families ➤ Visits from business ➤ School Careers Open Days ➤ Transition visits to college

Premises and facilities

The school will make the hall, classrooms or meeting spaces available for discussions between the provider and students, as appropriate to the activity. The school will also make available Audio Visual and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with Sam England, Careers Programme Lead or Kerry Cole. This will be made available to pupils and families as appropriate.

Information about careers events, open days and other college information will be shared with parents and students via the school's communication platform, Class Dojo.

Appendix 2 -The Gatsby Benchmarks

Updates to the Gatsby Benchmarks

Heltwate School is committed to delivering high-quality, inclusive careers education in line with the **updated Gatsby Benchmarks (2024)**. The core framework remains unchanged, but key updates have been introduced to enhance **flexibility, accessibility, and personalisation**, particularly for students with **SEND and EHC Plans**.

Key Changes & Focus for 2025

- **Updated Guidance:** The Department for Education published updated statutory guidance in May 2025, building on a decade of research and feedback.
- **Implementation:** Schools and colleges are expected to implement these changes from the 2025/26 academic year
- **More Meaningful Work Experience:** There's a significant push towards **meaningful, skills-based work experience**, with proposals for up to two weeks (50 hours) per student, potentially starting in Year 7, requiring innovative delivery models like virtual placements.
- **Deeper Curriculum Links:** Stronger emphasis on clearly linking classroom learning to real-world careers.
- **Personalisation:** Greater focus on addressing the individual needs of each pupil.

The 8 Updated Benchmarks

The core framework remains, but with deeper expectations:

- **A stable careers programme:** A consistent, planned approach.
- **Learning from careers and labour market information (LMI):** Using data to inform choices.
- **Addressing the needs of each pupil:** Tailoring support.
- **Linking curriculum learning to careers:** Making subjects relevant.
- **Encounters with employers and employees:** Broadening horizons.
- **Experiences of workplaces:** Meaningful placements (the big push).
- **Encounters with further and higher education:** Exploring pathways.
- **Personal guidance:** Individualised support.

Heltwate School regularly reviews its careers provision to ensure it meets the evolving needs of our students, aligning with statutory guidance and best practice for SEND education.