Careers Guidance Policy

Longridge School

1 - Rationale

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life.

A planned progressive programme of activities supports them in choosing 14 – 19 pathways that suit their interests and abilities and help them to follow a path and sustain happiness and success throughout their lives.

Careers learning is highly linked to independence and life skills such as travel, making choices and everyday activities supporting career ambitions.

Longridge School is committed to providing a planned programme of Careers Education, Information and Guidance for all pupils in Years 7-13 which will promote equality of opportunity, celebrate diversity and challenge stereotypes.

We believe that it is especially important for our pupils, all of whom have an Education Health and Care Plan, that careers education information and guidance is talked about across the whole school and is of the highest possible quality. We understand that this will need to be adapted and personalised to each pupil, ensuring it is appropriate and accessible to each student and their needs.

2 - Context

The Education Act 1997, as amended, establishes key careers duties. The Department for Education statutory guidance "Careers guidance and access for education and training providers", updated 23 June 2026, applies in England for the 2026-27 academic year. It is issued under section 45A of the Education Act 1997 and refers to sections 42A, 42B, 45 and 45A of that Act, section 72 of the Education and Skills Act 2008, and Schedule 4(15) of the School Information (England) Regulations 2008. Longridge School will have regard to this guidance where the relevant statutory or contractual duties apply and will use it as the framework for good practice across its provision.

Careers guidance under these duties must:

- be presented in an impartial manner (independent careers guidance)
- include information on the range of education or training options, including apprenticeships and other vocational pathways for years 8 to 13
- promote the best interests of the pupils to whom it is given

The government also expects Governing Boards to ensure that the schools careers programme is published and the careers strategy is developed in line with the Gatsby Benchmarks and informed by the requirements set out.

The careers strategy can be read online at :

www.gov.uk/government/publications/careers-strategy-making-the-mostofeveryonesskills-and-talents

The statutory guidance for schools is available at:

www.gov.uk/government/publications/careers-guidance-provision-foryoungpeople-inschools

The arrangements for students to continue studying core subjects post 16 has been noted and is shared as appropriate with students.

The Policy covers all students regardless of their abilities (refer to the schools Special Needs and Equal Opportunities Policy).

It is noted that schools have been asked to work with local authorities to identify young people who are in need of targeted support or who are at risk of not participating post -16. Every attempt will be made to ensure appropriate plans for Year 11 leavers and care services must be included as part of this planning for children who are looked after. Learners may access the Staffordshire Independence programme where appropriate, in addition to completing ASDAN Personal Progress and ASDAN Personal and Social Development qualifications.

We will provide relevant and accessible information to all students on the full range of opportunities open to them and to foster an understanding of where such choices may lead and support students to make informed career choices including choices about academic or vocational training from year 9 onwards.

From Year 10 students have opportunities to access appropriate work-related learning or work experience to support their knowledge skills and social development in the world of work.

Links to work experience and careers:

We endeavour to develop Work experience opportunities and the schools termly enterprise/project days will also provide opportunities for experiencing activities which may fall inside certain career areas; where this is the case these links will be made explicit.

Provider access legislation requires schools within scope to provide at least six opportunities for providers of technical education and apprenticeships to speak to all pupils during Years 8 to 13. These encounters must be arranged across the relevant key phases, be meaningful and take place for a reasonable period during the standard school day. Longridge School will plan and record the required encounters and will ensure that access is not restricted to selected groups of pupils.

Longridge School will endeavour to meet this requirement. The school will offer a range of opportunities to our students to visit colleges, universities, apprenticeship and other training providers and careers fairs.

All subjects link curriculum learning with careers. Additionally, our PSHE curriculum includes information on careers and employability. All students participate in regular community access sessions, which include visits to places of work and local employers.

Our accredited qualifications offer modules in developing skills for the workplace, developing community participation skills, and developing independent living skills

Streams Pathway

Students following this pathway will have weekly opportunities to visit and engage with workplaces in the local community, including shops, libraries, cafes and leisure facilities. Students are supported to embed skills in communication, social interaction and independence in a range of settings, as well as becoming familiar with places of work. From year 10 they are supported to complete Entry Level 1 ASDAN Personal Progress qualifications in a range of modules to support their future pathways.

Rivers Pathway

Students following this pathway will have weekly opportunities to access community facilities, workplaces and further education providers. Students will also access work-related learning, either as a weekly session, or through a range of workshops, employer experiences and related learning activities. Students will be supported to complete accredited ASDAN Personal and Social Development qualifications in modules which will support the development of employability skills and independent living skills. Students may also gain qualifications in Functional Skills Maths and English if appropriate to their developmental and academic profiles.

Oceans Pathway

Students following this pathway will have termly opportunities to engage with employers, through visits to local workplaces, workshops as well as work experience opportunities from year 9. Students will also gain qualifications in Functional Skills Maths and English, and accredited qualifications in Science and further options subjects of their own choosing. Students will visit higher education and futher education provisions and have the opportunity to learn about different college provisions in the local area.

Regular project sessions for secondary age students also provide an opportunity for developing the skills for working life as well as encouraging students to use all of their subject knowledge in a problem-solving forum.

The careers lead/head teacher will also take on the responsibility for producing any references required by training providers or employers in order to consider students who can access in person work experience.

Professional and personalised guidance:

We aim to raise aspirations and equip our students with knowledge and understanding, skills and attitudes as a foundation for managing their lifelong career and learning. Our goal is to

develop student confidence, independence and functional communication to enable them to access their world, concentrating on their next steps, providing quality guidance and supporting their transitions.

We are aware our teachers are highly influential and students are more likely to be motivated to learn if their teacher knows their hopes and dreams. Good relationships between the student and staff supports understanding of opportunities and how their interests link to their ambitions. Career related learning improves our young people's motivation and engagement in learning, especially as they get older and closer to transitioning away from school. Students will also receive information and advice on their futures, through LAC reviews, PEP meetings and SEN/EHCP annual reviews.

For guidance, Longridge School will seek to ensure that each student has access to the appropriate service, whether this is provided through a home county-based careers adviser or the school's attached RCDP, as well as accessing our in-house careers programme.

Additionally at Longridge, we ensure that every student from Year 7 will have the opportunity for a yearly guidance session with our CDI registered career development practitioner (RCDP), who works in an impartial manner and will provide information and guidance in the best interest of the student and will provide a written plan, which can be used by them, the family and school to support transition.

Longridge School have contracted an external Information Advice and Guidance provider- Calm Careers to deliver this work and our Level 6 qualified Registered Careers Development Practitioner (RCDP) is Nicki Hamilton.

Nicki is also an Executive Functioning Coach, an emotional wellbeing practitioner and has worked in SEND specialist provisions for over fifteen years, as well as having lived experience with neurodivergence in her family.

For many of our learners, it is incredibly important for them to have chance to build a strong relationship between them and the careers professional, otherwise conversations can be uncomfortable, impossible or unrealistic in their outcomes. Students will be supported to access our practitioner, through half termly visits and conversations, in order to get the best and most relevant outcomes for that student. The practitioner will have also been informed by staff regarding students' special educational needs, appropriate methods of communication and often other professionals involved, to support with transition planning.

Access to a careers guidance session can be by self-referral, parental referral or staff referral, otherwise it will be conducted during the school year at key points appropriate for the student.

Career Planning information will be recorded at the appropriate reviews and the careers lead will hold records of students aims and thoughts relating to their futures.

Longridge School's Careers Leader is Claire Blakemore, who holds a Level 7 Postgraduate Award (PGA) in Careers Leadership. Her role is to support students to recognise their strengths, build confidence and identify the next steps that are right for them. By taking the time to understand each student's individual needs, aspirations and abilities, she provides personalised guidance to help them make informed decisions about further education, training and employment. This ensures that students feel supported and empowered as they plan for their future.

2A - Statutory and Regulatory Requirements for 2026-27

The June 2026 DfE statutory guidance replaces the May 2025 version. There have been no changes to the underlying careers legislative framework, but the guidance includes updated expectations on work experience, Ofsted, post-16 pathways, data and digital tools. Longridge School will review its careers programme against the current guidance throughout 2026-27.

Independent and impartial careers guidance

Careers guidance must be impartial and must not show bias towards a particular education or work option. Learners must be enabled to understand the full range of relevant academic, technical and vocational routes, including apprenticeships, foundation apprenticeships, T Levels, Occupational Certificates, Higher Technical Qualifications, V Levels, Foundation Certificates and A Levels as appropriate. Personal guidance may be delivered internally or externally where the adviser is appropriately trained and guidance is impartial; internal provision must be supplemented by external sources of support to satisfy the independent guidance duty.

Personal guidance entitlement

In line with Gatsby Benchmark 8, every learner should have at least one personal guidance meeting with an appropriately trained careers adviser by age 16 and a further meeting by age 18. Meetings should be scheduled around individual needs and significant transition points. Longridge School exceeds this expectation through its planned annual guidance offer from Year 7. Information about access to personal guidance will be available on the school website.

SEND, EHCPs and preparing for adulthood

All of our students have SEND and will be supported with a careers programme that follows the Gatsby Benchmarks. Information, opportunities and support will be person-centred, graduated and sequenced to meet the needs of each student and their families, in line with the SEND Code of Practice.

The Year 9 annual review of each learner's EHCP and every review thereafter, must include a focus on preparing for adulthood, including employment. Transition planning will reflect aspirations and abilities, include ambitious outcomes and be informed by impartial personal guidance. This may include meetings with students and their families to discuss education,

training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

Longridge School will co-operate with local authorities in relation to SEND support, EHCP duties and participation.

Work experience from September 2026

From September 2026, Longridge School will reform its work experience programme in line with the Government's ambition for two weeks' worth of work experience by the end of Key Stage 4: one week's worth of varied, meaningful employer-led work experience activities across Years 7 to 9, and one week's worth of work experience placement(s) across Years 10 to 11. Experiences will be progressive, purposeful, appropriately prepared and followed by reflection. For pupils with SEND, opportunities will be matched to abilities, needs and aspirations, with additional support arranged where necessary.

Safeguarding and health and safety for work experience

For pre-16 work experience, Longridge School will apply the regulated activity provisions in Keeping Children Safe in Education and current Disclosure and Barring Service guidance. From 1 September 2026, the supervision exemption no longer applies to adults who teach, train, instruct, care for or supervise children frequently enough or overnight. Where an adult's work with pupils constitutes regulated activity, the appropriate enhanced DBS check, including children's barred list information where required, must be obtained. Placement providers retain primary responsibility for workplace health and safety, and the school will check that suitable risk-management and safeguarding arrangements are in place, taking account of Health and Safety Executive guidance.

Participation, NEET prevention and information sharing

Longridge School will work with relevant local authorities to identify and support learners at risk of not participating in education, employment or training. Under section 72 of the Education and Skills Act 2008, schools within scope have duties to provide information to local authority services to support participation functions. Applicable notification duties will be met if a young person leaves a programme before completion. Careers participation, advice, aspirations, intended destinations and sustained destination information will support targeted intervention and evaluation.

Website publication and accountability

The school will keep careers information online current, including the Careers Leader's name and contact details, a summary of the careers programme, access information for learners,

parents/carers, staff and employers, how impact is measured and assessed, and the review date. The Provider Access Policy Statement will also be published and maintained. The school will evaluate progress against the updated Gatsby Benchmarks and take account of the current Ofsted inspection framework.

3 – Monitoring Evaluation and Review

The effectiveness of this policy will be measured in a variety of ways: The policy is developed and reviewed annually through discussions with Careers Leader, all staff, the RCDP, pupils, parents, governors and other external partners and will take into account evaluation of school destinations and feedback.

It is based on current good practice from OFSTED, the Careers Development Institute and is guided by the 'Gatsby' benchmarks, to ensure best practice and to conform to statutory requirements.

The school will continue to use the Careers Compass+ online tool to help plan, monitor and evaluate actions towards these benchmarks in addition to records detailing their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. Regular updates of the compass will be fed back to senior leaders and teaching staff. The school is also committed to ensuring that parents are regularly updated with the careers activities their child has participated in over the academic year. Compass + will support us to do this. We also keep records for each student of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

Where developmentally appropriate, students have access to these records to support them during transition points and in their career development. If this is not deemed to appropriate due to the student's developmental levels, the information will be shared with parents, carers and social workers to effectively support transitions.

These records will be kept in line with our data protection policy, which can be found on the school website.

The Gatsby Benchmarks have recently been reviewed and amended with effect from September 2025. These are set out in Section 9 below and will be used by Longridge School to self-assess its careers guidance programme/offer on a regular basis. We recognise that our diverse student population has differing ambitions, therefore our careers programme forms part of our curriculum and is tailored to our students' varying needs. Our careers programme comprises several strands: Work Related Learning, Business Enterprise, Career Coaching & Curriculum, and Work Experience. Longridge also utilises the #Sameandifferent model (Same and Different | CEC Resource Directory), the national early career development model for Career SEND groups; which helps us identify and deliver flexible career activities that will help our students to develop the knowledge and skills required to access future education and employment opportunities and readiness for independent living.

4 – Provider Access Statement

Schools and academies within scope must provide at least six opportunities for providers of technical education and apprenticeships to speak to all pupils during Years 8 to 13. This requirement was strengthened through the Skills and Post-16 Education Act 2022 and is reflected in the Department for Education statutory guidance, Careers guidance and access for education and training providers, updated 23 June 2026. The encounters must be distributed across the relevant key phases, be meaningful, take place for a reasonable period during the standard school day and be available to all pupils. Longridge School's Provider Access Policy Statement sets out how providers may request access and how the school will meet these duties.

Any provider wishing to request access for these purposes should contact the Head Teacher, Carol Harvey on carol.harvey@longridgeschool.org.uk . Providers are welcome to send/leave information and prospectus with the school for distribution as appropriate.

The school will use its Visiting Speaker Policy to inform and prepare all visitors for access to students. In meeting these obligations, Longridge School will invite providers to its annual careers day and seek opportunities for students to attend appropriate careers events locally and in their home county.

5 - Roles and Responsibilities

Role of the Senior Leadership Team:

The Head Teacher sets out a strategy for careers education and guidance which meets the school's legal requirements, it should be developed in line with the Gatsby Benchmarks and informed by the requirements set out in Careers Guidance and access for education providers Statutory guidance for governing boards, school leaders and school staff.

Role of the Proprietal Board:

The Proprietal Board have a key role in ensuring the school not only meets its legal requirement, but also that the school is equipping their pupils with the tools and knowledge to make informed choices about their futures. They can do this by offering strategic support to school leaders and by holding the head teacher to account for the quality of provision of careers education, information advice and guidance.

The Proprietal Board should provide clear advice and guidance to the head teacher on which he/she can base a strategy for careers education and guidance which meets the school's legal requirements, is developed in line with the Gatsby Benchmarks and informed by the statutory guidance.

The Proprietal Board has an appointed a Link Director for Careers who has completed appropriate training and has secure knowledge and understanding of the Careers programme. They report back regularly to the Proprietal Board.

The Proprietal Board ensures that the school complies with its statutory responsibilities:

1. The appointment of a Careers Leader.
2. Compliance with provider access legislation and maintenance of the Provider Access Policy Statement.
3. The publishing of policy statements on the school's website.
4. Commitment to the delivery of independent and impartial guidance.

Role of Teaching and Support Staff:

All staff should ensure they are aware and comply with the CEIAG Education programme and its objectives and have an understanding of the Gatsby Benchmarks framework and how they are implemented and can be implemented in their relevant classes and subjects.

They will support the development of students' knowledge and application of skills , develop links to external support within their curriculum areas and signpost specific students' needs for further careers advice. *Appendix A contains a list of links to careers information*.

6 - Staff CPD for staff delivering CEIAG

Further training can be requested or highlighted during regular staff CPD meetings. Staff can also request training as part of their appraisal.

Staff can access their own learning about careers through guest speakers, work place and provider visits and utilising https://www.careersandenterprise.co.uk/education/training-careers-leaders

7 - Role of External Agencies

Further support is provided by a variety of outside agencies to ensure the students have multiple opportunities to learn from employers and other organisations nationally and locally.

Careers and Enterprise Company

The school continues to work closely with the Careers and Enterprise company and as a result receive support and guidance from a dedicated SEN Enterprise Advisor. As part of this support, the school are required to meet government deadlines where the Compass Tracker is completed. This is completed throughout the year and feeds into an action plan that is regularly updated.

The school has a Provider Access Policy Statement which is published on the school website, reviewed annually by the Careers Leader and agreed with the Proprietal Board. It sets out access

request procedures, grounds for granting or refusing requests, facilities available, times at which access can be given, and how the school will meet the requirement for six provider encounters.

Other agencies working with Longridge and have good working relationship with school include:

- FE Colleges
- Department for Work and Pensions
- Employers
- Careers and Enterprise company
- Calm Careers

8 - Equality and Diversity

CEIAG is provided to all students in school irrespective of their pathway. Students are encouraged to follow paths that suit their interests, skills and strengths, it is designed to suit all needs and covers employment, independent living and supported living.

The programme will raise aspirations, promote equality of opportunity, celebrate diversity and challenge stereotypes.

9 - The 'Gatsby' Benchmarks

The Gatsby Benchmarks are 8 standards that guide schools in delivering effective career guidance to students. The Gatsby Benchmarks have recently been reviewed and updated. Longridge has adopted the Benchmarks to track CEIAG programme because they are judged to be an outstanding system for career guidance.

A stable careers programme

1. Learning from career and labour market information
2. Addressing the needs of each young person
3. Linking curriculum learning to careers
4. Encounters with employers and employees
5. Experiences of workplaces
6. Encounters with further and higher education
7. Personal guidance

Appendix B contains links to further details on each of the 8 benchmarks

https://www.gatsbybenchmarks.org.uk/understanding-the-gatsby-benchmarks/

10- Responsibilities:

All staff are responsible for providing good careers education, information and advice to students, this includes form tutors, teachers and support staff. Other staff have more responsibility for the guidance.

Careers Lead: Claire Blakemore (Level 7 qualified)

Registered Careers Development Professional (Level 6 qualified): Nicki Hamilton, Calm Careers

Legislation guidance referred to:

Section 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

Last Reviewed	September 2026
Next Review Due	September 2027
Reviewed by	Head Teacher and Careers Lead

Appendix A: Careers Information

The links below contain a wealth of information and resources for teachers, students and parents:

Exploring Careers

• National Careers Service - A comprehensive careers website with job profiles, outlining: the skills required, main tasks, pay levels and career prospects for hundreds of different jobs. In addition, valuable guidance on the different stages involved in getting a job.

• iCould - Check out 1000s of career videos to help you on your careers journey. You can also self-assess your 'personality type' here as well.

• Careers Box - A free careers resource showing 100s of real people doing real jobs.

• BBC Bitesize - Whether you're deciding what to study, taking your exams, planning a career or just curious, the Bitesize team can explain the world of work, with advice from people who have found the right path for them.

• Understanding Apprenticeships – government information explaining what an apprenticeship is and how to apply.

Jobs by School Subject

• Career Pilot - a great range of videos covering careers by the school subjects they relate to.

Local Post 16 providers

• NSCG college group – range of courses including apprenticeships at Stafford, Newcastle under Lyme and Leek Campuses

• South Staffordshire College – campus at Rodbaston, Lichfield, Tamworth and Cannock

• E.Quality training

• Nova Training

Appendix B: Online Guides to the Eight Gatsby Benchmarks

Gatsby Benchmark 1

A stable careers programme

Gatsby Benchmark 2

Learning from career and labour market information

Gatsby Benchmark 3

Addressing the needs of each young person

Gatsby Benchmark 4

Linking curriculum learning to careers

Gatsby Benchmark 5

Encounters with employers and employees

Gatsby Benchmark 6

Experiences of workplaces

Gatsby Benchmark 7

Encounters with further and higher education

Gatsby Benchmark 8

Personal guidance

2026-27 statutory guidance and legal framework

- Department for Education: Careers guidance and access for education and training providers, updated 23 June 2026.
- Education Act 1997: sections 42A, 42B, 45 and 45A, as amended.
- Skills and Post-16 Education Act 2022: provider access amendments.
- Education and Skills Act 2008: sections 13 and 72, as applicable.
- School Information (England) Regulations 2008: Schedule 4(15), as applicable.
- Children and Families Act 2014 and SEND Code of Practice: 0 to 25 years.
- Keeping Children Safe in Education, current 2026 version.
- Equality Act 2010, including disability discrimination and reasonable adjustments.