



Ravenswood School

Careers Information, Advice and Guidance (CIAG) Policy

Vision and Intent

Careers education is at the heart of our school vision, Dream, Achieve, Believe (DAB). We believe that each and every pupil's dreams are important and we ensure that we do what we can to support each pupil to get closer to these dreams so that by the time they leave us they are happy, safe and prepared for their next stage. Pupils' dreams are recorded three times a year through our all about me work.

For some of our pupils, working within the formal curriculum pathway this is likely to be employment (supported or independent) and/ or independence. For pupils within the Social Communication pathway this is likely to be towards supported employment, supported living and or a variety of hobbies and interests. For our pupils working within the sensory pathway they are likely to be towards supported access to these services as a service user, supported living and supported access to hobbies and interests.

Our careers programme

This has been designed in collaboration with pupils, parents/ carers, employers, staff, Careers Advisors from the West of England Combined Authority (WECA) and Talentino. We researched what the key skills were that were important for our pupils' next steps and planned a curriculum around these. This ensures that we have high aspirations for all of our pupils, that they are able to experience a range of workplaces and employer encounters and that they are able to develop the skills required for the workplace. See Appendix 1 for more information about what is covered in each key stage or our school website: Careers Education for more detailed information

The statutory duty for schools to provide careers guidance

The school meets all statutory duties for schools and Gatsby Benchmarks this includes:

- The school has two trained Careers Leaders, Holly Atkins and Katie Barnes
- There is a strategic careers plan which is underpinned by learning outcomes
- Pupils have access to a level 6 Careers Advisor for impartial and independent advice
- Key Stage Three and Four pupils engage in at least two weeks meaningful work experience placements/activities
- Post 16 Students engage in at least two weeks meaningful work experience placements.
- The school meets the Provider Access Legislation (see PAL Policy for more details), and ensures that pupils in Key stage 3, 4 and Post 16 have access to six technical educational/ vocational providers, two at each key stage.

The Governing Body

The governing body must make sure that independent careers guidance is provided to all secondary aged pupils and that it is:

- presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- includes information on the range of education or training options, including apprenticeships and technical education routes;
- guidance that the person giving it considers will promote the best interests of the students to whom it is given.
- ensure the school meets the Statutory guidance
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Ravenswood School

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The school have an appointed Careers Lead Governor who oversees this work.

Strategy for meeting the Careers Guidance needs of every student

Our **Careers Information** is delivered through the school curriculum and develops students' knowledge, skills and understanding to:

- Increase opportunity awareness
- Improve self awareness
- Raise inspirations and aspirations
- Support pupils to be career ready
- Explore roles and responsibilities
- Growth sectors and the changing economy
- Apply knowledge and skills in the workplace
- See appendix 1 for how we deliver this in the school and end of Key Stage learning outcomes

Endeavouring to ensure that the information we provide is Independent, we:

- Work closely with the WECA Careers hub to ensure that all relevant opportunities are shared with relevant pupils
- sign post students and their families to careers exploration web sites, and North Somerset Local Offer.
- ensure students have access to the JED data base to support careers guidance/lessons.
- sign post students and their families to information events at other establishments
- Invite other providers and support organisations to attend our Parent Information evenings.

Independent Level 6 **Careers Guidance** is delivered by Pip Farrell, Careers Leader at Clevedon School (with extensive special school experience) who works alongside our CIAG Lead to plan suitable outcomes for all young people. Our Person- Centred Planning approach ensures that guidance is bespoke to the student and their family and is informed by their views and aspirations. These plans are produced with all Year 11, 12 and 13 students and contribute to the young person's Educational Health Care Plan and transition planning. Pupils from 7 year upwards can access careers guidance from either our school CIAG Lead, Holly or our Independent Careers leader Pip.

Inclusion

The Careers Information and Guidance at Ravenswood is designed to provide access and opportunity for all, whatever their gender, ethnic origin or disability. We adapt the curriculum or advice to meet the needs of pupils, considering their individual needs and abilities. We encourage all students to have high aspirations for their next steps and will ensure that high achievers have opportunities to explore higher education options, where appropriate.

The school ensures that all pupils have access to high quality careers guidance which is adapted and meaningful for the individual. However, pupils who are deemed as disadvantaged- those who are in care, at risk of being NEET, on Free School Meals and known to social care are prioritised for career interviews and work experience opportunities arranged by the school.

How can you help?

If you feel you are able to support our students in any way- sharing your skills, visiting and talking to our pupils about your workplace, allowing our pupils to visit or to offer work experience placements or if you would



Ravenswood School

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like more information about our careers programme please contact our CIAG Lead or Deputy Headteacher/ Career's leader

Careers Leader/ Deputy Headteacher: Katie Barnes kbarnes@ravenswoodonline.org.uk ; 01275 854134- responsible for the strategic oversight of the careers curriculum and ensuring that the school meets the Gatsby Benchmarks.

Careers information advice and guidance (CIAG)/Careers lead: Holly Atkins, hatkins@ravenswoodonline.org.uk, 01275 854134 – responsible for the operational leading of work experience, employer and provider encounters, employability lessons and accurate recording of pupil's careers journey.

Providing Independent Guidance for Parents and Carers

Our CIAG, alongside our school SENCo enables all KS4 and P-16 students make the right choice about their future pathways, by working with the pupils and their families to provide personalised, meaningful and relevant careers guidance.

Parents are informed about our school curriculum via our school website. At Annual Reviews and Parents Evenings they are provided with information about our CIAG support to their child and have opportunities to meet/discuss with our CIAG/Careers Lead, local College Staff, other providers including technical and vocational providers, support services and Supportive Parents.

Monitoring and Evaluating the impact of our CIAG work

- Progress towards pupils' dreams and end of key stage intended outcomes are reported back yearly in end of year reports and also at annual reviews.
- Pupils dream boards and our next steps to support them are displayed in each class. These are reviewed three times per year.
- Records of all pupils' career journeys including employer encounters, workplace visits, Further Education encounter and work experience during their school journey via compass+, students can request access to their careers records at any time
- Future Skills Questionnaires completed annually by all formal learners year 7+ results of this are analysed to inform future careers planning.
- We monitor intended destinations of school leavers (April) and actual destinations of school leavers (September).
- Students at risk of being NEET are identified early and interventions planned to secure appropriate placements.
- We complete annual audits of our CIAG work each Summer to ensure we know we are improving our provisions and outcomes for young people and have identified appropriate actions to improve our provisions further.
- Gatsby Benchmarking is completed at least twice each year

History of document (annual review)

Issue No.	Author/Owner	Date Reviewed	Approved by Governors on	Comments
Previous versions withdrawn as they did not match with latest DfE guidance.				



Ravenswood School

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1.	School	Spring 2016	04.05.2016	Aligns with DfE guidance on CIAG provisions. Agreed commitment with schools in SWLC to work collaboratively to ensure we provide independent information and guidance.
2.	School	April 2017	10.05.2017 Pupil Committee	
3.	School	April 2018		
4.	School	January 2019	30.01.2019	The three SEN schools in North Somerset are providing the collaborative approach following the end of the SWLC
5.	School	January 2020	29.01.2020	
6.	School	January 2021	27.01.2021	Updated end of key stage outcomes. Added Iles kitchen WEX for P16 students
7.	School	January 2023	25.01.2023	Amended governors' responsibilities in line with latest guidance and made explicit reference to the bakers clause. Updated CIAG lead details.
8.	School	Jan 24	24.01.2024	
9.	School	Jan 25		Updated in line with PAL guidance and new CIAG lead
10.	School	Feb 26		Major changes to reflect the changes in statutory guidance and Gatsby Benchmarks that came in at the end of 2025. Changes to appendix to update new statutory guidance.

Linked documents:
Provider Access Policy

Careers page on the school website

<https://www.ravenswoodschool.org.uk/teaching-and-learning/careers-education.html>

Work experience page on the school website

<https://www.ravenswoodschool.org.uk/teaching-and-learning/work-experience.html>

Gatsby Benchmarks [Careers guidance and access for education and training providers - GOV.UK](#)

Appendix 1 - How we deliver Careers education

Ravenswood Careers Programme Overview THE CAREERS & ENTERPRISE COMPANY

Social Communication Learners

Vision Statement

For all students leaving school safe, happy and prepared for their next steps

Contact: Holly Atkins/ Katie Barnes
Email: Hatkins@ravenswoodonline.org.uk / kbarnes@ravenswoodonline.org.uk
Telephone: 01275 854134

Milestones and Learning Outcomes

Key Events and Experiences

EYFS/KS1

- Pupils to experiences through role play and stories a range of job roles
- They begin to know and understand at least 1 familiar person in school and what they do
- Begin to communicate their likes and dislikes

KS 2

- Can identify a 2-3 key adults in school, and where they work
- Have developed a preferred communication method
- Experience being in the local community

KS 3

- Experienced a range of different people within the local and wider community and their jobs.
- To experience engaging with a meaningful work experience activity with support

KS 4

- To communicate their needs, interests/ hobbies and dreams for their next steps
- Have experienced at least 2 different places of work/ employer encounters and identified an area that they might be interested in pursuing.
- With their parents support have an understanding of the options available to them for their future post 16.

Post 16

- Experience with at least one meaningful work experience placements/ activity
- Develop key skills needed for employment and pursuing leisure interests
- Develop and apply social skills to a range of situations including the workplace

EYs/ KS 1

- Encounters with school based staff
- Encounters with members of the local community
- Role play based activities
- Story based activities

KS 2

- Individualised careers lessons linked to pupil's dreams for the future.
- 1-2 Employer Encounters

KS 3

- Yearly enterprise work experience activities
- At least two technical and vocational education provider encounters
- At least one employer encounter each year
- Personalised careers lessons towards their dreams
- Curriculum based career learning

KS 4

- Formal careers lessons
- Work experience including employer encounter and workplace visit
- FE college and P16 provider encounter as appropriate
- At least one technical or vocational provider encounter as appropriate
- Personalised next step career advice via annual review

Post 16

- Weekly employability lessons
- Iles Trainee Kitchen work experience
- Work experience placements/ activities
- Experience of adult day care facilities
- Personalised next step career advice via annual review

Inspiring and preparing young people for the world of work.

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Milestones and Learning Outcomes

Key Events and Experiences

EYFS/KS1

- Pupils gain an understanding/ experiences to help them see that there are lots of different jobs that people do
- They begin to know and understand a few familiar people and what they do
- Can communicate their likes and dislikes

KS 2

- Can identify a 1-2 different workplaces/ locations around school
- Can communicate something they are interested in/ dreams for the future
- Experience being in the local community and encountering people in their workplaces

KS 3

- Experienced a range of different people within the community and gained an understanding of what they do.
- To develop communication skills to follow instructions to contribute to work experience activities/ enterprise
- Gain an awareness of different roles and responsibilities within a workplace

KS 4

- To communicate their needs, interests/ hobbies and dreams for the future.
- Have experienced at least 5 different places of work/ employer encounters and identified an area that they might be interested in pursuing.
- Have a clear understanding of the options available to them for the future post 16.

Post 16

- Engage with at least two meaningful work experience placements
- Have a clear understanding of the options available to them for the future Post 18
- Demonstrate a range of positive employability skills such as team work and problem solving

EYs/ KS 1

- Encounters with school based staff
- Encounters with members of the local community
- Role play based activities
- Story based activities

KS 2

- Individualised careers lessons linked to pupil's dreams for the future.
- 1-2 Employer Encounters

KS 3

- Yearly enterprise work experience activities
- At least two technical and vocational education provider encounters
- At least one employer encounter each year
- Personalised careers lessons towards their dreams
- Curriculum based career learning

KS 4

- Year 10- weekly formal careers lessons
- At least one employer encounter/ workplace visit
- Work experience
- At least one technical or vocational provider encounter
- FE college and P16 provider encounter
- Year 11- Weekly FE college encounters
- Termly workplace encounters
- Work experience activities
- Impartial careers interview

Post 16

- Weekly employability lessons
- Weekly employability pathways lessons linked to key job interests
- Iles Trainee Kitchen work experience
- Two week work experience placements
- Impartial Career interview

Inspiring and preparing young people for the world of work.