



Fairfield House School

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

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Applies to: All Staff

Contents

1. Introduction
2. Policy Scope
3. Contribution to the School Curriculum and Independent School Standards
4. Legislative Framework
5. Aims of Careers Education
6. Careers Education for Pupils with SEND and Complex Needs
7. Careers Learning Through Community and Practical Experiences
8. Careers Education within the Curriculum
9. Preparation for Adulthood
10. Meeting the Needs of Individual Pupils
11. Gatsby Benchmarks
12. Encounters with Employers and Workplaces
13. Encounters with Further Education and Training Providers
14. Personal Guidance
15. Provider Access
16. Roles and Responsibilities
17. Monitoring, Evaluation and Review

1. Introduction

At Fairfield House School we recognise that preparing pupils for life beyond school is an important part of their education. Many pupils attending the school have Special Educational Needs and Disabilities (SEND), including autism, communication difficulties and associated learning needs. The school therefore provides a supportive and structured environment where pupils can develop the confidence, independence and skills needed for adult life.

Careers Education, Information, Advice and Guidance (CEIAG) forms an important part of the wider curriculum and supports pupils in developing an understanding of themselves, their strengths and the opportunities available to them in the future.

The careers programme focuses on helping pupils develop communication, independence and practical life skills while supporting them to explore future pathways that are appropriate to their abilities, interests and support needs. For many pupils this may include further education, supported employment, voluntary work or community-based opportunities.

Through personalised learning experiences and supported engagement with the community, pupils are encouraged to develop confidence, independence and the skills needed to participate positively in society.

2. Policy Scope

This policy applies to careers education provided to pupils in:

- Key Stage 3
- Key Stage 4
- Post-16 or college provision where applicable

The policy also applies to pupils after they complete Year 11 examinations until they transition to their next destination in education, employment or training.

All staff contribute to supporting pupils' preparation for adulthood and career development.

3. Contribution to the School Curriculum and Independent School Standards

Careers Education, Information, Advice and Guidance (CEIAG) forms an important part of the broader curriculum at Fairfield House School and supports the requirements of the Education (Independent School Standards) Regulations (2014).

The careers programme contributes to pupils' personal, social and economic development and supports them in preparing for the opportunities, responsibilities and experiences of adult life.

For pupils attending Fairfield House School, careers education is closely linked to:

- PSHE and personal development learning
- communication and interaction development
- life skills and independence
- preparation for adulthood outcomes
- community participation and engagement

As many pupils have Special Educational Needs and Disabilities, learning opportunities are adapted to ensure that careers education is meaningful and accessible. The programme focuses on developing the skills pupils need to participate positively in their communities and access appropriate post-16 opportunities.

This approach ensures that the school's careers programme supports the spiritual, moral, social and cultural development of pupils and prepares them for the next stage of education, training or adult life.

4. Legislative Framework

This policy has been developed in accordance with:

- Careers Guidance and Access for Education and Training Providers (DfE 2025)
- The Education Act 1997
- The Children and Families Act 2014
- The Equality Act 2010
- The Special Educational Needs and Disability Code of Practice (2015)
- The Education (Independent School Standards) Regulations (2014)

The policy is informed by the Gatsby Benchmarks for Good Career Guidance. Fairfield House School is committed to the principles of the DfE careers guidance and providers access legislation. Fairfield House School also recognises the significant adaptations to access CEIAG in a meaningful and developmentally and accessible way for the pupils in our school.

5. Aims of Careers Education

The CEIAG programme aims to:

- support pupils to develop independence and life skills
- help pupils understand their strengths, interests and aspirations
- support pupils in preparing for further education, training or supported employment
- develop communication, confidence and decision-making skills
- provide opportunities to learn about the world of work
- support pupils in understanding the opportunities available to them after school

Careers education supports pupils in preparing for adult life and contributes to their personal development and wellbeing.

6. Careers Education for Pupils with SEND and Complex Needs

At Fairfield House School, careers education is adapted to meet the needs of pupils with SEND and complex learning needs. Many pupils attending the school have autism, communication difficulties and challenges with emotional regulation.

Careers education therefore focuses on helping pupils develop the skills needed for independence and participation in the community.

Learning focuses on helping pupils to:

- develop communication and social interaction skills
- build confidence and self-awareness
- develop independence and practical life skills
- understand roles within the community
- recognise their strengths, interests and preferences
- explore appropriate opportunities for the future

For many pupils, preparation for adulthood may involve pathways such as:

- specialist college provision
- supported internships
- supported employment opportunities
- voluntary work
- community participation programmes

Careers education is delivered in ways that are meaningful and accessible for pupils with SEND, using visual supports, structured routines and real-life experiences.

7. Careers Learning Through Community and Practical Experiences

At Fairfield House School, many pupils benefit from learning experiences that take place beyond the traditional classroom environment. Practical and community-based learning opportunities form an important part of the careers education programme.

Through supported visits and practical activities, pupils are able to develop an understanding of the wider community and the roles people play within it. These experiences help pupils to build confidence, develop communication skills and gain awareness of different types of work and responsibilities.

Opportunities may include:

- supported visits to community locations such as shops, cafes or public services
- practical life skills activities such as cooking, shopping and travel training
- visits to workplaces where appropriate
- enterprise or responsibility-based activities within school
- supported work experience placements for older pupils where appropriate

These experiences help pupils develop important employability and life skills, including:

- communication and teamwork
- independence and problem solving
- understanding routines and responsibilities
- confidence in unfamiliar environments

For many pupils with SEND, developing independence and confidence within the community is a key step towards future opportunities such as further education, supported employment or voluntary work.

8. Careers Education within the Curriculum

Careers education is embedded within the wider curriculum and personalised learning programmes.

Learning opportunities may take place through:

- PSHE and personal development sessions
- life skills programmes
- community-based learning experiences
- enterprise activities

- practical learning opportunities
- supported work-related experiences

These activities help pupils develop confidence, independence and an understanding of the world around them.

9. Preparation for Adulthood

Preparation for adulthood is a central part of careers education at Fairfield House School.

Learning focuses on supporting pupils to develop:

- independence and self-care skills
- communication and social interaction skills
- confidence in community environments
- understanding of work and employment
- practical life skills

These skills help pupils prepare for their next stage of education, training or adult life.

10. Meeting the Needs of Individual Pupils

Careers education at Fairfield House School is tailored to the individual needs of each pupil.

Planning is informed by:

- Education, Health and Care Plans (EHCPs)
- individual learning targets
- preparation for adulthood outcomes
- pupils' interests and strengths

Staff work closely with pupils, parents and external professionals to ensure that career planning reflects each pupil's abilities and aspirations.

11. Gatsby Benchmarks

The school uses the Gatsby Benchmarks as a framework for reflection, planning and evaluation. Given the needs of the pupils at Fairfield House School, evidence against

benchmarks may include personalised transition planning, adapted encounters, family engagement, community-based learning, preparation for adulthood outcomes and supported access to education, training or employment pathways.

These benchmarks support schools to provide:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
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

Where necessary, activities are adapted to ensure accessibility for pupils with SEND.

12. Encounters with Employers and Workplaces

Pupils may have opportunities to learn about employment through:

- employer visits
- workplace visits
- enterprise activities
- supported work experience placements
- community-based learning experiences

These opportunities help pupils develop an understanding of work and develop confidence and independence.

13. Encounters with Further Education and Training Providers

Pupils are supported to explore post-16 options including:

- further education colleges
- specialist colleges
- training providers

- supported internships
- apprenticeships where appropriate

Transition visits and discussions help pupils prepare for their next stage of education or training.

14. Personal Guidance

Personal guidance will be provided in a way that is accessible and meaningful for the pupil. This may include direct work with the pupil, observation of preferences and interests, consultation with parents and carers, input from external professionals, and where appropriate, support from a trained careers advisor. For pupils who are unable to participate in conventional careers interviews, the school will ensure that guidance is informed by the pupil's communication, interests, strengths, EHCP outcomes and transition needs.

This may include:

- exploring interests and strengths
- identifying possible pathways after school
- planning transitions to further education or training
- preparing for work-related experiences

Where appropriate, pupils may also receive support from trained careers advisers.

15. Provider Access

Fairfield House School is committed to ensuring that pupils and their families are informed about the full range of education, training and employment pathways available after leaving school.

All pupils are entitled to receive information about the full range of post-16 education and training opportunities, including further education, specialist provision, training providers, supported internships and apprenticeships where appropriate.

Due to the individual needs of pupils attending the school, opportunities for education and training providers to engage with pupils may be delivered through a range of approaches including:

- individual transition meetings
- small group sessions
- virtual presentations or discussions
- visits to further education providers
- discussions with parents and carers

These opportunities allow pupils and their families to explore appropriate pathways including specialist college provision, supported internships, training opportunities and supported employment programmes.

Education and training providers wishing to request access to pupils should contact the Headteacher.

16. Roles and Responsibilities

Headteacher

The Headteacher is responsible for:

- overseeing the careers programme
- ensuring the programme meets statutory guidance
- liaising with external providers
- monitoring the effectiveness of CEIAG provision

Staff

All staff support careers education by helping pupils develop independence, communication and life skills.

17. Monitoring, Evaluation and Review

The effectiveness of the careers programme will be reviewed through:

- feedback from pupils and parents
- monitoring of pupil destinations
- evaluation of careers activities
- feedback from external professionals and inspection bodies

The policy will be reviewed regularly to ensure that careers provision continues to meet the needs of pupils attending Fairfield House School. Fairfield House School will also monitor how CEIAG is reflected in EHCP annual reviews, preparation for adulthood planning, transition records, and individual pupil evidence. This includes how encounters and guidance have been adapted to meet individual pupil needs.