

Careers Education, Information Advice and Guidance (CEIAG) Progression Model

Engagement Curriculum

Phase 5 CEIAG is taught as a discrete subject. Careers skills are consolidated and developed through the Talentino programme, focusing on independent living. Pupils participate in community access sessions, which is supported by school staff, as well as future provision taster days, visits to careers fairs and post-school placements. Independent careers advice and guidance is given from Northumberland Careers Service. Transition reviews as part of the EHCP process. Pupil progress and attainment is tracked through their PLIMs.

Phase 4 CEIAG is included in PSHEE Education and Pathways Week activities. Careers skills are developed through the Talentino programme, focusing on independent living. Independent careers advice and guidance given from Northumberland Careers Service. Pupil progress and attainment is tracked through their PLIMs. Transition reviews take place as part of the EHCP process.

Phase 2, 3 CEIAG is taught through enabling character traits (DfE Character Education Nov 2019) Self-belief, self-regulation and coping skills are encouraged through teacher modelling and pupil exploration. CEIAG is included in PSHEE Education and Pathways Week activities. Pupil progress and attainment is tracked through their PLIMs with a specific section identifying self help and independence targets.

Phase 1 CEIAG is not a discrete curriculum subject within the statutory EYFS framework. However, pupils begin exploring the foundations of enabling character traits. Learning and development opportunities, as well as Communication and Language, are interwoven within the pupils' experience through daily play-based activities and role-play to begin to build pupils' knowledge and understanding, skills, attitudes and attributes related to PSHEE Education elements and CEIAG.

Core Curriculum

Phase 5 CEIAG is mostly taught as a discrete subject. Careers skills are consolidated and developed through the Talentino programme. Pupils access work experience and community access sessions, which is supported by school staff, as well as Further Education taster days, visits to careers fairs and post-school placements. Independent careers advice and guidance is given from Northumberland Careers Service. Transition reviews as part of the EHCP process. Pupil progress and attainment is tracked through their PLIMs.

Phase 4 CEIAG is included in PSHEE Education and Pathways Week activities. Careers skills are developed through the Talentino programme. Independent careers advice and guidance is given from Northumberland Careers Service. Pupil progress and attainment is tracked through their PLIMs. Transition reviews take place as part of the EHCP process.

Phase 2, 3 CEIAG is included in PSHEE Education and Pathways Week activities. Topic based learning is used to develop personal skills and self-regulation and coping skills are encouraged through teacher modelling and pupil exploration. Recognition of careers within topics to show cross curricular learning. Pupil progress and attainment is tracked through their PLIMs with a specific section identifying self help and independence targets.

Phase 1 Learners access CEIAG through play-based opportunities building on EY framework and through enabling character traits (DfE Character Education Nov 2019) such as self-belief, tenacity, self-regulation and coping skills are encouraged through teacher modelling and pupil exploration. Pupils also take part in whole pathways week activities. Pupil progress and attainment is tracked through their PLIMs.

Extended Curriculum

Phase 5 CEIAG is mostly taught as a discrete subject. Careers skills are consolidated and developed through the Talentino programme. Pupils record their achievements through the use of Globalbridge, an evidence based e-portfolio. Pupils independently access personalised work experience placements within the school and community, as well as Further Education taster days, visits to careers fairs and post-school placements. Independent careers advice and guidance is given from Northumberland Careers Service. Transition reviews as part of the EHCP process. Pupil progress and attainment is tracked through their PLIMs.

Phase 4 CEIAG is taught as a discrete subject. Careers skills are developed through the Talentino programme. Independent careers advice and guidance is given from Northumberland Careers Service. Pupil progress and attainment is tracked through their PLIMs. Transition reviews take place as part of the EHCP process. Some access to work related learning where appropriate.

Phase 2, 3 CEIAG is included in PSHEE Education and Pathways Week activities. Careers understanding is also developed through the Talentino programme. Topic based learning is used to develop personal skills. Recognition of careers within topics to show cross curricular learning. Pupil progress and attainment is tracked through their PLIMs with a specific section identifying self help and independence targets.

8 Gatsby Benchmarks:

- 1) 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

AAC:

PECS, VOCA, Communication books, Boards, Makaton, Talk to Type, Assistive technology, Eye gaze, OT strategies, SaLT

CPD: Target setting training (DE,PFH), Early Years Moderation (SO, AT), Phase Development (SO, HAp, HMcl, JM, ES), Blanks Levels and Colourful Semantics (RH, JW), SCERTS Training (RH, SO, ES), Links with Northumberland Careers Service (CC), Annual Careers Conference (CC), Compass+ Audit (CC), NE Careers & Enterprise Careers Leader Induction (CC).

Content (Intent): Teachers have agreed on a coherent sequence of learning from EYFS to Key Stage 5. Our Careers learning is split into three stages. This is to enable a more personalised style of learning in keeping with the ethos of the school operating a 'stage not age' policy. We have adapted the Programme using the CDI framework and in line with the Gatsby Benchmarks. It grants teachers the flexibility to decide and adapt learning to meet the needs of the cohort they are working with. Careers education forms part of the PSHEE curriculum until students reach the 14-19 Programme in which the lessons are taught discretely. Teachers reflect on what content is necessary for pupils dependent on their; cognitive, behavioral, physical, communication and sensory needs. The method of teaching is based upon ensuring acquisition of skills and discovering character traits as well as empowering and inspiring pupils through progress linked to their EHCP/PLIM targets. Teachers plan systematic repetition of content to make sure it is used functionally across different contexts (depth of learning). Our CEIAG Programme prepares all pupils for the opportunities, responsibilities and experiences of life and future success, through focusing learning within a wide, rich set of inclusive and aspirational experiences. We value and mark the cultural capital that every child brings to school and support them to develop a positive sense of their own identity and culture.

Activities, Expectation and Challenge (Implementation): Lesson activities are appropriate yet challenging for pupils and related to their EHCP/PLIM targets. Pace and depth of learning is personalized, supporting pupil motivation and engagement; CEIAG is linked to PSHEE curriculum, SCERTS and PLIMs targets throughout the school and planning reflects this. Individual pupil aspirations and destination data are used to inform practice. CEIAG Programme is differentiated in each Phase and Pathway as appropriate with the use of external agencies to enhance delivery and experience.

Assessment and Progression (Impact): Pupils make good progress and achieve highly by accessing appropriate content (stage not age) taught well. The CEIAG curriculum follows a progression model that identifies the most useful knowledge, concepts and skills for cumulative sufficiency. Assessment ensures content is retained, identifying those pupils that need further support and triangulated with PLIMs targets and intervention as needed. Teachers are aware of previous learning, current learning and future learning due to a shared CEIAG framework for learning. There is a solid understanding of the sequence of learning and an individual pupils pathway, allowing challenging, relevant targets to be set. Activities are recorded on Compass+ and the completion of the termly Compass+ Audit shows school Benchmark compliance compared to National Average. Pupils make successful transitions to appropriate and supportive destinations.

English, Literacy and Communication Interventions: Range of resources sourced to support pupils and staff. Pupils use appropriate texts and visual support. Pupils develop understanding through real life and practical situations and with support from outside agencies and partners. Pupils have a plethora of opportunities for interactions and asking questions. Human Library concept supports diversity and equality.

Cultural Capital: Cultural Capital is the essential knowledge that children need to prepare them for their future success – in the world of work, in relationships forged throughout life and as a valued contributor to society. When beginning their Cleaswell Hill journey many children arrive to school with different and sometimes more limited experiences than others. Therefore, our aim is to give children the knowledge and skills to prepare them for what comes next in their lives. First hand experiences of the world of work leads to an accumulation of knowledge, behaviors, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society and their future pathway.

Integrated Therapies: There is a strong collaboration between therapy leads and teachers in planning enabling environments for all pupils. This includes the integrated planning of activities that develop communication and gross and fine motor skills. Occupational therapists (OT) work closely with teachers to develop pre-writing and handwriting skills through multi-sensory and carefully graded approaches. There is also a strong focus towards developing access to information and communication technology (ICT) and the use of a range of software to ensure that pupils can record their learning and at a level commensurate to their ability.

Pupil Premium: Our approach, reinforced by research from the EEF, prioritises improvements in the quality of education and teaching, including supporting pupils' access to learning. Utilisation of the PPG will benefit wider pupil groupings in school, specifically raising the quality of interventions in supporting best outcomes.

CEIAG Action Plan

Area	Deep Dive	Action	Time (aim)	Who	Impact
Early Years	Role play and scenario learning Therapeutic interventions Cherry Garden PSD framework Careers Week activities EHCP/PLIM targets	<ul style="list-style-type: none"> Baseline pupils using the Cherry Garden PSED framework. Promote independence as much as possible through real life experiences and opportunities to develop their self-help and life skills. Track on PLIMs. Ensure high-quality input from Occupational Therapists who support children to access all of these self-help activities. Exposure to real life employment environments and activities. 	September 2022 September 2022 September 2022 March 2023	Phase Leader to monitor with phase tutors to ensure accurate recording	An increased access to experiences that support development of life skills and self help that is accurately tracked.
Engagement	Role play and scenario learning Therapeutic interventions PSHEE Curriculum framework. Learning objectives linked to social communication and emotional regulation Careers Week activities Supported community access sessions 1-1 careers guidance Y9, Y11 and Post 16 EHCP/PLIM targets	<ul style="list-style-type: none"> To implement the use of the Talentino programme, with a focus on the PMLD and Independent Living curriculum. Ensure high-quality input from Occupational Therapists who support children to access all of these self-help activities. Exposure to real life employment environments and activities. 	December 2022 September 2022 March 2023	CC	Talentino programme is embedded and staff are appropriately trained to deliver the content . An increased access to new scenarios and relationships supporting transition and development of independence
Core	Vocational Options and accreditations Therapeutic interventions PSHEE Curriculum framework Careers Week activities Supported work experience/community access 1-1 careers guidance Y9, Y11 and Post 16 EHCP/PLIM targets	<ul style="list-style-type: none"> To implement the use of the Talentino programme, with a focus on the Career Coaching Curriculum. Exposure to work places and employment environments and activities. 	December 2022 March 2023	CC	Talentino programme is embedded and staff are appropriately trained to deliver the content . Stronger and more personalized CEIAG in line with pupil destinations and pathways.
Extended	Vocational Options and accreditations Therapeutic interventions PSHEE Curriculum framework Careers Week activities Work experience 1-1 careers guidance Y9, Y11 and Post 16 EHCP/PLIM targets	<ul style="list-style-type: none"> Track pupils' achievements on individual evidence based e-portfolios using Globalbridge. To implement the use of the Talentino programme, with a focus on the Career Coaching Curriculum. Exposure to work places and employment environments and activities. 	December 2022 December 2022 March 2023	CC ES SS CD	Talentino programme is embedded and staff are appropriately trained to deliver the content . Stronger and more personalized CEIAG in line with pupil destinations and pathways.
Post-16	Vocational Options and accreditations Therapeutic interventions PSHEE Curriculum framework Careers Week activities Work experience 1-1 careers guidance EHCP/PLIM targets	<ul style="list-style-type: none"> Develop a Cleaswell Hill Alumni group for pupils who have left school within the last three years, run/supported by pupils. Appropriate work experience placements arranged for pupils, where appropriate. Independent Living and Supported Internship curriculum pathways to be adopted and reviewed. 	February 2023 November 2022 July 2023	CC CD	Stronger, more impactful CEIAG and successful transition to appropriate future provision and career opportunities.
Whole School	Evidence of CEIAG being delivered across school in a range of appropriate ways Therapeutic interventions Careers Week activities Termly Compass+ Audits	<ul style="list-style-type: none"> Share strengths from Compass+ Audit . Destinations data tracked on Compass+ Data tracking consent forms sent to parents of leavers. Staff training to deliver the Talentino programme. Phase 3 & 4 staff trained in updating Compass+ activity plans. 	September 2022 July 2022 July 2022 September 2022 October 2022	CC CD All teachers Phase 3 & 4 Staff	Stronger, more impactful CEIAG across school leading pupils making informed choices and reaching successful transition to appropriate destinations through and out of school. High quality teaching strategies are in place to maximise provision and learning outcomes against individual targets. Staff training to take place on this.