The Beacon

CEIAG & Provider Access

Policy

Last reviewed: March 2025

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1. Rational for CEIAG

"Today's young people need high quality CEIAG education and guidance to enable them to make choices wisely, achieve their potential and put their skills to use throughout their lives" (CEIAG Education and Guidance in School DFEE 1997).

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make decisions and plan their CEIAG, both in school and after they leave. The 1997 Education Act places a duty on schools to give students in Years 7-13 access to impartial CEIAG education, information and guidance. The Beacon endeavours to follow the guidance in the National Framework for CEIAG 11-19 in England.

Effective CEIAG education and guidance benefits the school by increasing pupil motivation, aspiration and achievement. It is central, therefore, to the ethos of the school. CEIAG, education and guidance offer explicit opportunities for pupils' social, moral and cultural development. Our careers programme is relevant and appropriate to meet the differing needs and requirements of our young people.

Commitment

The Beacon is committed to providing a planned programme of impartial CEIAG education, information, advice and guidance in partnership with KSENT schools.

2. Role of Leader of Learning for CEIAG

Generally

- To be responsible for the leadership, management and organisation of the CEIAG programme of opportunities.
- To establish and make explicit the aims and objects of the CEIAG programme and ensure opportunities for all pupils are available from year 8 onwards.

Specifically

- To develop and monitor a CEIAG policy within the agreed school framework.
- To assist the Head of School in auditing the CEIAG offer to ensure that appropriate schemes of work are produced, which define skills, techniques and concepts to be developed and taught alongside the appropriate knowledge and attitudes.
- To assist the Head of School in monitoring and reviewing the CEIAG programme, and to facilitate progression and continuity across the key stages and school departments.
- (1) Work with Head of School and the Assistant Head responsible for "record keeping and assessment" to develop criterion referenced procedures which are compatible with the school's Record Keeping and Assessment Policy.
- (2) Advise Head of School on an appropriate range of assessment strategies.
- To keep abreast with developments in the CEIAG curriculum, especially accreditation possibilities through national developments, and advise Head of School and staff generally what these are and how the school should respond to them (INSET, Literature, reports, visits, good practice, etc).
- To advise Head of School and staff generally on appropriate teaching methods for the CEIAG programme and to promote teaching and learning styles which stimulate pupil interest and involvement in learning.
- To raise the profile of the CEIAG programme, in the school generally (eg through the publishing events and sharing experiences from attending events and receiving impartial advice).

- To be accessible to discuss the development and rationale of the CEIAG curriculum when required by parents, school governors, for KCC Consultant curriculum surveys and/or OFSTED Inspectors.

3. Aims of the CEIAG Policy

There are three broad aims identified for CEIAG programmes in school. These are:

- Students should understand themselves and develop their capabilities. Students should investigate CEIAG and opportunities.
- That students implement their career plans through effective decision-making.
- This policy is aimed at raising the standards of teaching and learning in the area of CEIAG and to meet these aims by:
  - Ensuring students have access to relevant programmes of study that are age and need type appropriate and challenging.
  - Developing an approach to the delivery of CEIAG that will encourage students to consider themselves, their needs and abilities.
  - Developing in students and awareness of personal skills, qualities, interests and abilities and how these might be utilised within the World of Education, Training or Work.
  - Raising awareness of the opportunities that exist for students in the areas of Further Education, Training and Work within the local area.
  - To give students the opportunity to experience the 'World of Work' through a variety of activities.
  - Give students access to guidance from the CEIAG Service including Impartial Advice to the specified year groups.
  - Develop a whole school approach to the delivery of CEIAG that will ensure balance, breadth, continuity and progression.
  - Identify and record progress in CEIAG.
  - Providing structured guidance for individuals and groups.
  - Access to a CEIAG Library with opportunities to use Information Technology as part of lessons.

4. Key Objectives of the CEIAG Policy

Students at The Beacon have a wide variety of needs, skills, interest and family backgrounds that present problems in the development and delivery of a programme of study that will fulfil the needs of specific age groups and classes. We have to develop, therefore, a curriculum that will build on the level of development of the individual students within groups and build their levels of understanding and independence skills that will eventually enable them to make informed decisions about their future pathways. This is achieved:

- Through access to a structured CEIAG programme.
- Through developing self-evaluation skills, consider realistic options for post-16 opportunities.
- Develop awareness of job types that exist and the personal skills and qualities needed to do that job.
- Identify and understand their own skills, competencies and limitations to help develop plans and targets.
- Develop the independence skills needed to enable access to chosen post-16 pathways (eg independent travel skills, age appropriate behaviour, age appropriate independent learning).
- Participation in a range of work related exercises (eg industrial visits and work experience placements, attend Next Step event).
- Receive support from an impartial advisor in both group and individual sessions leading to an Individual Action Plan from specified year onwards.

- Gain experience in a range of institutions that provide opportunities for post-16 education and training.
- Develop language and communication skills that will facilitate to relevant post-16 placements.

5. The CEIAG Curriculum and SEN issues

There are a variety of severe and complex needs at The Beacon and all our young people have an Education, Health and Care Plan.

With such a wide range of abilities within each year group, there will need to be a clearly defined structure for the development of programmes of study with clearly defined overall and individual targets that are developed from knowledge of the students defined needs and stage of personal development

Pupils experiencing wide ranging learning difficulties will need a CEIAG curriculum, which features:

- Programmes of study, which allow flexibility to enable all pupils to experience challenges at each Key Stage, in ways appropriate to their age and abilities.
- Access to relevant activities through the utilisation of necessary levels of technology, materials or in-class support.
- A differentiated approach, which involves making decisions regarding the needs of individuals in terms of accessing the curriculum through:
  - INPUT – The teacher plans the choice and sequence of language to ensure access to all students to the task or activity, taking into account the development of age appropriate language.
  - CONTENT – The range of skills and ideas introduced into activities should be varied to allow for revision of previous activities, the development of new skills and how these skills may be applied and evaluated.
  - SUPPORT – Planning for supporting individuals or groups within an activity to ensure that all pupils are actively involved and experiencing success at their level of achievement.
  - TASK – Pupils of a wide range of abilities can be actively involved in the same activities if tasks are structured vertically to enable access at the relevant level. It may also be appropriate to vary tasks within groups to match the interest, abilities and skills.
  - RESOURCES – The teacher should plan and provide the resources that different pupils will require to engage in a complete the tasks planned.
  - RESPONSE – The teacher having planned the task will then respond on an individual basis to pupils' performance, modifying and extending task as the needs arise.
  - OUTCOME – The planned activity will allow opportunities for pupils to determine their own level of response and evaluated the effectiveness of response.

6. Styles of Teaching

Key Stage 3

The CEIAG programme focuses on the development of skills, interests and competencies that will enable students to make reasoned and informed choices of potential career pathways and will include impartial advice.

Aim 1

- Consider their personal skills and qualities
- Reflect upon their interests in particular work roles and activities

- Develop key skills and capabilities

Aim 2

- Investigate the knowledge and skills which people need at work
- Use occupational and labour market information to investigate opportunities
- Consider changing patterns of work and CEIAG
- Investigate social and moral issues at work
- Develop ways of organising information about work

Aim 3

- Make decisions concerning their own learning and curriculum
- Use action planning and the recording of achievement to support their career development.
- Seek and use information and guidance to shape their plans.

Key Stage 4 and 5

The programme becomes more differential in order to address the specific needs of individuals and groups as they approach school-leaving age. Key Stages 4 and 5 present major challenges and opportunities for promoting the career development of students. Students have many opportunities to support their CEIAG development within the availability of work experience.

All students at Key Stage 4 and 5 will have had the opportunity to visit and access courses at local further education colleges, and some local schools who offer relevant post-16 courses.

7. CEIAG – Assessment and Record Keeping

Assessment and record keeping in CEIAG are in line with the School's Assessment Policy.

Formative Assessment

- Course work for all pupils to be kept in an individual file and must be marked in line with the Assessment Policy.
- The modular Programme of Study for CEIAG and Employability informs teachers of the learning outcomes to be assessed in each module of work. These learning outcomes are assessed on the teachers' plans, plus on the teacher's assessment grid showing clearly any future targets required and individual progress.
- Teachers to differentiate the POS modules as necessary to match the abilities and needs of individual pupils in terms of class activities and assessments.
- Feedback from employers offering work experience placement on performance during the work experience.

Summative Assessment

- Personalised Entry Level qualification in preparing for work as appropriate.

8. CEIAG and Individual Targets

- Individual targets identified within module of work.
- Individual Action Plans
- Individual targets set if needed through assessment grids based on each learning objective.

9. CEIAG – Marking Work

See Schools' ARR Policy.

10. Curriculum Planning

How the policy relates to Schemes of Work:

This policy provides the framework for the Programmes of Study in CEIAG. These Programmes of Study are designed in relation to the Gatsby Benchmarks and then broken down into the Scheme of Work and linked to our curriculum intent.

"To enable our pupils to be as independent as they possibly can be, make a positive contribution to society and reach their maximum potential."

11. Links with Other Subjects

Formal cross-curricular links are always being explored as the nature of the curricular content is such that many skills from any subject areas are needed.

Other objects have an important role play in the support of the CEIAG curriculum:

- English, in developing skills necessary in writing letters or reading safety notices.
- Maths, in developing an understanding of time and its management.
- IT, in enabling students to find information independently.

However, the formalisation of these links form part of the CEIAG Development Plan, and time is allocated for Beacon Citizenship.

12. Equal Opportunities Consideration

- All teachers delivering aspects of CEIAG should be aware of, and implement, the principles outlined within the school's Equal Opportunities Policy.
- Discrete work on equal opportunities issues within the work of employment opportunities and further education and training(eg gender, race, disability). Access for all to the fullest range opportunities.

13. Health and Safety Implication

- Discreet work on health and safety issues within the world of work linked with the work experience placements and specialist implications for particular placements.
- Each work experience placement is checked out by supervising staff.
- All new placements to be checked by our qualified staff member.

14. Community Links and Extra-Curricular Activities

- Work experience placements within the local community.
- Attendance from Year 11 onwards at local further education colleges, schools and training agencies for 'Taster sessions'.
- Participation in enterprise initiatives – links with local employers through community links.
- Education visits to local businesses and factories.

The Beacon: Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 8 to 13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact:

Rebecca Loynds – Assistant Headteacher rebecca.loynds@thebeacon.kent.sch.uk
Kiri Spencer – Pupil Development Officer kiri.spencer@thebeacon.kent.sch.uk

Opportunities for access

The school offers the six 'provider encounters' required by law, and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to pupils or their parents or carers. Please speak to our Careers Leader or Pupil Development Officer to identify the most suitable opportunity for you.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader, Pupil Development Officer or a member of their team. Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our pupils.

Complaints

Any complaints with regards to provider access can be raised following the school complaints procedure.

Appendix A: Careers Programme Yr R – Yr 14

The following table gives an overview of the School's provision. (2024 – 2026)

Activity	**Zone 1 (EYFS Yrs 1-6)**
Communication	• Development of communication and attention skills through See & learn, SCERTS, PECS, Little Wandle, Makaton, Curiosity Programme & Attention Autism • Speech and Language Therapy is delivered at universal, targeted and specialist level
Number	• Structured group activities to develop early social skills to prepare for working or playing alongside a peer/s, sharing and • asking for help
Digital Technology	• Safe usage of ICT and how to use equipment. • Understanding of technology • Research topics • Collaborative learning tasks
Understanding the World	• Gardening • People who help us topic, • Role play, • Small world play • Beacon Citizenship
Healthy Life Styles	• Themed life skills activities embedded in the curriculum visits • Healthy Eating topic • Offsite visits

Activity	Specialist (Tier 3)
Communication	• Development of personalised communication skills • Speech and Language Therapy is delivered at universal, targeted and specialist level • Eye Gaze
Number	• Cause & Effect • Eye Gaze • Powered wheelchair skills • Object permanence
Digital Technology	• Accepting support, giving personal space, • Collaborative tasks, sharing
Understanding the World	• MOVE – Movement skills and opportunities • Making choices and preferences • The environment around me
Healthy Life Styles	• ASDAN tasks and activities • Personal Care & independence • Powered wheelchair skills
Accreditations	ASDAN Personal Progress Certificate Careers: 'With regards to future career paths and educating our learners in preparation for working in adulthood, our focus within the Specialist Classes is upon building functional communication skills and embedding life skills. In the event that any of our learners demonstrated a capacity to undertake employment in wider society then we would adapt their personalised timetable to reflect this and enable them to access inclusion opportunities within school under another pathway.

Activity	Zone 2 (Yrs 7,8,9,10 &11)
Communication	• Development of communication skills through See and Learn, Little Wandle, PECS Social communication through ABLLS • Speech and Language Therapy is delivered at universal, targeted and specialist level • Social use of Language programme (SULP) for Year 7 • Weekly discussions and interaction including questioning and skills identification based around specific job roles • Accessing the community
Number	• Key Skills framework and numeracy tasks • Planning and going on a trip (Secondary) • Functional Maths skills • Accessing the community • Budgeting and Food shopping
Digital Technology	• Daily group activity. Key focus – working together/sharing/helping each other. • Digital Skills framework • Online safety modules incorporated into long term planning
Understanding the World	• World of Work timetabled weekly • Double lesson of careers forming part of their curriculum timetable • At least 8 encounters with employers matched to their interest, personal skills and qualities. • Students will investigate the knowledge and skills which people need at work, be able to assess and track their own skill knowledge • Schemes of work showing a clear careers focus • Accessing external providers to explore further different working practices such as Global Geopark status for the Kent Downs • Life Skills Curriculum • Beacon Citizenship Curriculum

Healthy Life Styles	• Timetabled food technology lessons • Budgeting for food shopping • Tasks and team building within PE lessons • Sports leader options introduced in Year 9 • Themed learning incorporating healthy lifestyles.

Activity	Zone 3 (Yrs 12,13,14)
Communication	• Speaking & listening activities based around 1:1 formal conversations and independence e.g., booking appointments • Discussion and interaction within a small a group including questioning • Presentation skills • Body language • Social thinking skills • Social communication and understanding of convention Use of written communications and ICT • Speech and Language Therapy is delivered at universal, targeted and specialist level • Mock interviews • Liaison with colleges • Accessing the community • Relationships group • Personal Care/presentation • Communication skills in the Workplace • Functional English Skills • Personal information/ application forms/personal statements
Number	• Practical task-based challenges • Financial Education • Functional Maths Skills • Accessing the community • Food shopping • Budgeting • Accessing train and bus timetables.

Digital Technology	• Developing ICT skills such as safe storage, email, use of QR codes to access information and help. • Completing application and CV • Completing personal statements • Presentation skills • Applying for jobs • Basics of working with technology in the work place • Essential digits skills for work and life.
Understanding the World	• Thinking skills such as planning activities, trips and sessions • Travel awareness training – using public transport • Units within Beacon Citizenship • Units within Employability • Peer mediation • Visits from agencies that can help • Responsible workplace practice.
Healthy Life Styles	• Sports Activities including inter competition e.g. Kent School Games events, • Purchasing healthy ingredients and discussion around a healthy diet • ASDAN Accreditation

Job theme based / Vocational learning	• Practical learning and job coaching • Bike Maintenance – Business model • Sports coaching/leaders – Leaners run clubs, support offsite sporting events and lead small class groups • Music and Technical theatre, learners support school evens with sound and lighting. Learners perform. • Performing Arts/Tower theatre/Experience of working in the Performing Arts Industry. • Coffee Cart – business model • Food Hygiene level 1 and Level 2 • Leaners at KS5 serve lunches, set up the space and clean up • KS5 Catering group support events by serving food and drink. • Barista training • Weekly cooking for all students • BTEC Vocational subjects; Performing Arts, Sport BTEC, Sport coaching, Animal Care.
Life Skills	• ASDAN Person Progress • Weekly shopping & cooking including cleaning and laundry Shopping and budgeting. • Personal Care • Relationships/RSE • Travel awareness training • Site maintenance sessions e.g., window cleaning and sweeping Financial Education • Online safety & wellbeing sessions
Accreditations	<u>ASCENTIS</u> Stepping Stones to Functional Maths Entry Level 1 to Level 1 Stepping Stones to Functional English Entry Level 1 to Level 1 Functional Skills Maths Entry Level 1 to Level 1 Functional Skills English Entry Level 1 to Level 1

	Employability Entry 1 – 3 Essential Digital Skills for Life Entry 3 Award Essential Digital Skills for Work and Life Level 1 Digital Skills for Beginners Entry 2 Internet Safety for IT users Entry 3 Award Internet Safety for IT users Level 1 Award <u>ASDAN</u> Entry 1 Award Entry 1 Certificate Entry 1 Extended Certificate Entry 1 Diploma <u>AQA</u> Science Entry Level <u>BTEC</u> Hospitality – Level 1 Introductory Award Sport - Level 1 Introductory Award Performing Arts Level 1 Introductory Award <u>OCR</u>

	Art – GCSE Art and Design – Entry Level Physical Education – Entry Level <u>WJEC</u> Creative Pathways - Design and Technology Entry 2 – 3 Creative Pathways – Media and Performance Entry 2 – 3 Humanities – Entry 2 – 3 <u>1st4sport</u> Coaching (sport and physical activity) – Level 2 Certificate Coaching Assistant (Sport and Physical Activity) – Level 1 Award
Work Experience	• Students attend complete a work placement in Years 11 upwards, with a range of employers, community organisations and in house. Students are matched to their placement based on interest and future career aspiration or transition pathway. • Work experience in all years is fluid and dynamic and takes place throughout the year to meet their needs and interests
1:1 Career guidance	• Career interviews • Coaching & Mentoring (The Beacon) • Employability Lessons • Beacon Citizenship • Life Skills Curriculum • Job centre via accessing the community.

Career Workshops, Fairs and events	• Applying for jobs and interview skills • Next Step Event (Twice a year) • Kent Choices • NCS workshops
Apprenticeship / Supported employment	• Education People delivering apprenticeship workshop • Education people delivery Labour Market information

Visits to FE providers	• Visits and taster days at local colleges. • Part of long term plan – Accessing the community
Community Learning	• Three Hills Sports Centre • Beacon Plus experience • College taster days • Independent travel • Brockhill school Farm • Canterbury Town Centre • Ashford Town Centre • Dover Town centre • Folkestone Town centre • Walmer - Horticulture • Magistrate Visit • Tower Theatre • Supermarket visits • Job centre • Accessing the community long term plan

PLAN 2024 - 2026				
Year Group	Activity	Date	Purpose	Gatsby Benchmark
Yr 1 – 11	• Beacon Citizenship	Termly	Work related learning through accreditations and within school in the form of jobs and tasks.	1,4
Yrs 9 -14	• Delivery of independent/group careers advice.	Term 3/5	CV sessions, employability skills, independent careers advice in the form of workshops (yr 9 - 11).	1, 2, 3, 4, 5 ,6, 7, 8
Yrs 1 -14	• Personalised needs led curriculum	Termly	Learning approach curriculums focus on essential skills students need to progress individually.	1,2,3,8
Yr 11/12/13/14	• Work experience	Yr 11 – T6 Yr 12 – T2 Yr 13- T4 Yr 14 – T6	A variety of work experience placements based on a range of year groups within the school. Students attend work experience in a range of local business and organisations.	6
Yrs 9 - 14	• Next Steps Event	Term 1 Term 4	A careers fair with a range of employers, training providers, further and higher education opportunities. Parents to attend.	1, 2, 3, 4, 5, 7

Yr 7 – 14	• Bespoke talks (RBLI, Armed forces, KSE plus more)	Various Throughout the year	Depending on interest, additional talks can be arranged for individual students or groups of students to show further options.	1, 5, 7
	• Delivery of independent careers advice	Term 4	CV sessions, employability skills, independent careers advice in the form of workshops (yr 9 - 14) individual interviews (yr 13)	1, 2, 3, 4, 5 ,6, 7, 8
Yrs 10 -14	• Employability	Across the year	Continual building of CV writing, work expectations, presentation, time keeping, travel, problems at work, health and safety, communicating, applying for a job, customer service to enable understanding of work.	1, 2,3 ,4, 5,8
	• Signpost and Post 19 transition days	Term 4	Visiting of Post 19 options for transition days and taster days.	7, 8
All Years	• Pupil voice	Term 5/6	Sought each year through questionnaires. Parental view is sought through EHCP process, parent consultations and questionnaires.	1,2

All years	• Curriculum	All year	Career Education delivered through accreditations and discreet lessons. Vocational skills, Personal Progress, BTECs in vocational based subjects. Functional curriculum linking to English, Maths, and ICT.	1,2,3,4,7
	• 1:1 guidance and careers drop in	Term 2	One to one interviews regarding student's post- 19 option choices. This could be with parents, if requested.	1, 2, 3, 4, 8
	• Work experience placement – individual	From Term 2	To prepare targeted students for the world of work.	6

	• College application sessions	Term 2	Small group session on how to start college, SPI or KSE application with key dates and deadlines.	1,3,7
	• Mock interviews	Term 3	To support students with preparation for future interviews	1, 2, 3, 4, 5
	• Apprenticeship adverts	Term 3/4	Vacancy information for apprenticeships will be advertised within school, via student's emails, and available via the National Apprenticeship Service website as well as other websites.	1, 2, 3, 5, 7
	• Personal statement sessions		Group sessions and one to one sessions on personal statements	1, 2, 3, 4, 8

Update schedule

Version	Reviewed	Reason for Update	Next review date
1	July 2023		
2	November 2024	Annual review	November 2025
3	March 2025	Staff updates	March 2026