



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

Initiated by:	SLT
Approved by:	Governors/SLT
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Distribution:	SLT/TLR's/All relevant staff

Signed: Bob Harris Chair of Governors

Signed:  Executive Headteacher

Please note - where this document states the term "parent" it refers to any such person(s) or body that has legal responsibility.

1. Purpose

This policy sets out the school's approach to Careers Education, Information, Advice and Guidance (CEIAG) and Work-Related Learning (WRL) for pupils aged 3–19. As a specialist ALN school in Rhondda Cynon Taf, we recognise that our pupils have a wide range of additional learning needs, communication profiles, and long-term support requirements. Our CEIAG provision is designed to be aspirational, person-centred and realistic, supporting each pupil to prepare for adulthood in a way that reflects their strengths, needs and future pathways.

2. Vision and Principles

Our CEIAG programme is built on the following principles:

- **Aspirational and person-centred:** Every pupil is entitled to explore future possibilities that reflect their interests, strengths and ambitions.
- **Inclusive and accessible:** Careers learning is adapted to meet a wide range of cognitive, sensory, communication and physical needs.
- **Preparation for adulthood:** We focus on independence, community participation, health and wellbeing, and meaningful occupation.
- **Collaborative:** We work closely with families, Careers Wales, external agencies, and post-16 providers.
- **Safe and supported:** Pupils are accompanied and supervised during all work-related activities, with risk assessments and safeguarding procedures in place.

3. Statutory and Local Context

This policy aligns with:

- The Curriculum for Wales: *Careers and Work-Related Experiences (CWRE)*
- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- RCT Local Authority guidance on work experience and placements
- Careers Wales partnership expectations
- Keeping Learners Safe (Welsh Government)

4. Entitlement and Provision

4.1 Early Years and Primary (Ages 3–11)

Careers learning is embedded through:

- Exploring roles in the community
- Developing independence, communication and decision-making
- Visits from community helpers and local services
- Play-based experiences linked to real-world contexts

4.2 Secondary (Ages 11–14)

Pupils access:

- Curriculum-embedded CWRE
- Enterprise activities
- Community visits
- Introduction to vocational skills through practical learning

4.3 Post-14 (Ages 14–19)

This is the formal start of our structured CEIAG and WRL programme. Pupils receive:

- **Individual 1:1 careers guidance** with Careers Wales
- **Work-related learning** through school-based enterprise, vocational tasters and community experiences
- **Supported work experience placements**, tailored to each pupil's needs
- **Visits to post-16 and post-19 providers**
- **Person Centred Planning** focused on progression routes and preparation for adulthood

5. Work Experience and Work-Related Learning

5.1 Work Experience

- Begins from age 14
- All placements are **fully supported** by school staff
- Pupils are never placed in settings where independent working is expected
- Risk assessments are completed for every placement
- Parents are consulted and involved in planning
- Pupil voice is gathered by teaching team and used to coordinate placements
- Placements are chosen to reflect interests, sensory needs, communication profiles and long-term support requirements

5.2 Work-Related Learning

Includes:

- On-site vocational activities (e.g., horticulture, catering, digital skills, enterprise)
- Community-based experiences
- Skills for life and work (e.g., travel training, communication, teamwork, problem-solving)
- Preparation for adulthood curriculum

6. Careers Information, Advice and Guidance (CIAG)

6.1 Careers Wales Partnership

Careers Wales provides:

- 1:1 guidance interview for all pupils from Year 9 onwards
- Class-based sessions tailored to ALN needs
- Support for transition planning and post-school pathways
- Attendance at Person Centred Planning meetings in year 9/11/13/14

6.2 Parental Engagement

We host:

- **Annual Parents' Careers and Transitions Fair**, held alongside parents' evening
- Information sessions on post-19 options
- Opportunities for families to meet providers and ask questions

6.3 Pupil Voice

Pupils contribute through:

- Person-centred reviews
- Individual learning plans
- Supported decision-making activities
- Visual tools, communication aids and structured conversations

7. Safeguarding and Risk Management

- All placements follow RCT and Welsh Government safeguarding guidance
- Staff accompany pupils at all times unless agreed otherwise through a formal risk assessment

- Employers receive clear guidance on pupils' needs, communication methods and support requirements
- Staff maintain regular contact with the school during placements
- Any concerns are reported immediately through safeguarding procedures

8. Roles and Responsibilities

Senior Leadership Team

- Oversees strategic direction of CEIAG
- Ensures compliance with statutory duties
- Monitors quality and impact

CEIAG Lead

- Coordinates Careers Wales partnership
- Organises work experience and WRL
- Ensures risk assessments and safeguarding procedures are followed
- Tracks pupil progress and destinations

Class Teachers

- Embed CWRE within the curriculum
- Prepare pupils for work-related learning
- Support person-centred planning

Support Staff

- Provide supervision and communication support during placements
- Maintain pupil safety and wellbeing

Parents

- Engage in planning and review processes
- Support pupils' aspirations and transitions

Monitoring and Evaluation

We evaluate CEIAG through:

- Pupil progress and engagement
- Feedback from pupils, families, staff and employers
- Careers Wales reports
- Destination data for post-19 transitions

- Annual review of the policy and programme

10. Equality and Inclusion

We are committed to ensuring that all pupils, regardless of need or disability, have equitable access to meaningful careers learning and preparation for adulthood. Adjustments are made to ensure accessibility, safety and dignity.