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

## *with Provider Access Policy Statement* 2025-2026

Reviewed by:	Kelly Pope
Review Date:	March 2026
Date of next review:	September 2026



Date	Version	Change	Approved by	Changed by
April 2026	V1.0	Review Annually	<b>Proprietor</b>	Stephanie Sale
September 2026				

Date: 14.04.26

Signed: *S Sale*  
Stephanie Sale

Headteacher

Date: 14.04.26

Signed: *KJ Pope*

Kelly Pope

Executive Headteacher

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## 1. Introduction and Vision

Careers Education, Information Advice and Guidance (CEIAG) is a support system in schools and colleges that helps pupils to develop skills and plan out their future education, employment and training options.

CEIAG combines linking cross-curricular classroom learning, along with practical resources on job markets and training.

The Bayleaf Hub believes that by offering one-on-one guidance and hands-on activities (like work experience *[where appropriate]* and CV workshops), pupils will have a clear, realistic plan for their education and future career. We encourage our learners to have high ambitions for their adult lives, and combine this with a supportive 'Preparation for Adulthood' and Careers Curriculum.

CEIAG helps pupils move more confidently from the classroom into independent (or semi-independent) living and future employment and training.

## 2. Rationale and Core Values

The school's CEIAG rationale is built on the belief that **high-quality careers guidance is essential for students with Social, Emotional and Mental Health needs (and Autism), who need to see their own potential, with encouragement to 'aim high'**, in line with their own needs and interests.

The Bayleaf Hub will support pupils in:

- **Developing Self-Advocacy:** learning about careers will encourage pupils to advocate for themselves and their future endeavours.
- **Developing Essential skills for work:** this includes the 'Eight Essential Skills to Succeed' under the Skillsbuilder UK Framework. Our curriculum model (*see Curriculum Policy*) provides ongoing opportunities for pupils to develop their Eight Essential Skills, through our Learning Passports (Experiencing), 'Hopes, Interests and Aspirations' (HIA) sessions, developing 'Habits of Mind' (Thinking and Growing) and Preparation for Adulthood programme.



The Bayleaf Hub will also provide **Transition Support:** A core goal is ensuring a "seamless transition between educational stages" and preparation for post-16 pathways; this will be given by a Qualified L6 Careers Advisor.



## **Our Core Values**

The careers programme is guided by our **three core values**, which underpin all educational and aspirational activities:

### **Curiosity**

We nurture a culture where pupils are encouraged to explore widely, ask questions and develop a genuine interest in the world of work.

Careers guidance inspires pupils to discover new possibilities, investigate unfamiliar roles and build the confidence to seek out their own pathways.

### **Courage**

Pupils build resilience. Careers education helps pupils recognise their strengths, overcome barriers and develop the bravery needed to pursue ambitions with determination.

### **Community**

We emphasise belonging, connection and shared responsibility. Careers learning is strengthened by meaningful encounters with employers, collaborations across the school community and engagement with real-world environments. Students learn how their contributions matter and how they can thrive within wider social and professional networks.

## **3. Roles and Responsibilities**

Our Senior Leadership Team, Staff body, and Governors/Proprietors work together to identify opportunities to develop careers links across the curriculum; the team work together to ensure that CEIAG is supported, reviewed and overseen by the Governing/Proprietary Body, along with the necessary budget allocation.

Teachers and education staff are responsible for identifying opportunities for cross curricular learning, to include links to careers; visiting speakers and workplace visits into their curriculum and planning.

Our Careers Lead, Stephanie Sale, can be contacted on [Stephanie.Sale@bayleafcare.co.uk](mailto:Stephanie.Sale@bayleafcare.co.uk)

Our Chair of the Propriety Body, Melanie Zamir, can be contacted on [Melanie.Zamir@bayleafcare.co.uk](mailto:Melanie.Zamir@bayleafcare.co.uk)

## **4. Aims of CEIAG**

This policy aims to set out our school's provision of Career Education, impartial and informed careers guidance for our students.

The policy includes how parents/carers, teachers and employers can access information about the programme and how to get involved.



## Our Trauma-Informed, SEMH-Responsive Careers Policy Aims:

1. **Raise aspirations in a supportive, relationship-focused environment**, helping pupils — including those with SEMH needs — to develop ambitious yet achievable career goals at a pace that feels emotionally safe.
2. **Promote independence, confidence and resilience through trauma-informed practice**, recognising the diverse social, emotional and mental health profiles of pupils and responding to these with compassion, flexibility and appropriate adjustments.
3. **Provide accurate, impartial and personalised careers guidance** that not only meets statutory requirements but is also delivered in a way that prioritises emotional wellbeing, trust, and psychological safety. Information and Guidance will be made available to both pupils, and parents/carers.
4. **Ensure every pupil can explore and understand the full range of education, training and employment pathways**, including vocational and technical routes, using approaches that reduce anxiety, build self-esteem, and honour their lived experiences.
5. **Offer meaningful and emotionally supportive encounters with local employers, FE colleges, training providers and workplaces**, tailored to pupils' strengths, interests, and SEMH needs, ensuring that each experience is scaffolded to promote safety, confidence and positive engagement.
6. **Support pupils to develop the employability skills and personal attributes needed for adulthood**, using trauma-informed strategies that build regulation, communication, problem-solving and a sense of agency, while reducing barriers linked to past experiences or emotional needs.

## 5. Entitlement

All pupils in Years 3-6 will receive CEIAG through their Key Stage 2 curriculum offer, with additional offsite visits (and visitors to the school) focussing around the 'World of Work' and essential skills, such as teambuilding.

All pupils in Years 7–13 at The Bayleaf Hub are entitled to:

- A **stable and structured careers programme**, annually published on the school website
- High quality lessons and experiences aligned to **all 8 Gatsby Benchmarks**
- Opportunities for **encounters with employers and workplaces**
- Independent, one-to-one careers guidance from a **Level 6 qualified adviser**
- Access to information about **technical education, vocational routes, apprenticeships and supported internships**
- Additional SEMH informed support during **transition planning**, including personalised meetings with parents, carers and key professionals
- Support to develop **career management skills**, such as CV writing, interview techniques and self-advocacy.

## Supported Internships

In addition to the above, pupils in Years 12 and 13 at The Bayleaf Hub are entitled to access our 'BESI' Programme (Bayleaf Education Supported Internships), which will provide supported work placements for our Key Stage 5 pupils (*where appropriate*) within the Bayleaf Group.

This will include opportunities in-

- ✓ Business and Administration
- ✓ Motor Vehicles
- ✓ Customer Service
- ✓ Hospitality and Catering
- ✓ Health and Social Care

**What is a Supported Internship? (taken from [Supported internships - GOV.UK](#))**



- *‘Supported internships are a structured, work-based study programme for 16- to 24-year-olds with SEND, who have an education, health and care (EHC) plan.*
- *The core aim of a supported internship study programme is a substantial work placement, facilitated by the support of an expert job coach.*
- *Supported interns are enrolled in full-time education and their work placements are part of their course. Typically they spend around 70 per cent of their time in the workplace and 30 per cent in their school or college.*
- *Supported internships last for a minimum of 6 months, and up to a year. As supported interns are learning the skills for work and are in full-time education, there is no legal requirement or expectation that the supported intern will be paid. Supported internships are exempt from the National Minimum Wage regulation. Once a supported intern has demonstrated that they are ready for paid employment, they should be supported to transition to a paid role at the earliest point. This can take place earlier than the intended finish date for the programme.*
- *The supported internship should contribute to the long-term career goals of the young person and match their capabilities. programme delivered by the school or college, which includes the chance to study for relevant qualifications, if appropriate, and English and maths at an appropriate level.*
- *Every young person is supported in the work placement by a job coach, put in place by their education provider.’*

### **5.1 Curriculum Integration**

Careers education is embedded, where appropriate across:

- PSHE and Preparation for Adulthood Curriculum
- Subject specific “careers in the curriculum” activities
- SEMH/Thrive Lessons
- Careers sessions, Personal Development Sessions and HIA (*Hopes, Interests and Aspirations*) time
- Targeted SEMH therapeutic interventions (where relevant)
- Assemblies
- Educational Visits and Outdoor Education

### **5.2 Employer and Provider Engagement**

The school will organise events such as:

- Careers fairs and themed employer events
- Workplace visits and work-related learning activities
- Encounters with FE colleges, training providers and apprenticeship organisations
- Mock interviews and careers workshops

### **5.3 Targeted SEMH Support**



Given the profile of our pupils, CEIAG includes:

- High adult support in unfamiliar environments
- Explicit teaching to reduce anxiety around transition
- Rolemodel encounters focusing on resilience and positive mental health
- Partnership working with social workers, counsellors, therapists and multiagency teams

## **6. Provider Access: Our Commitment**

The Bayleaf Hub welcomes visits from providers of:

Technical education qualifications; Apprenticeships and traineeships; T Levels; Supported internships; FE colleges and specialist post 16 institutions; Employers and training organisations.

We are committed to meeting the **Provider Access Legislation (PAL) 2023**, which mandates (*where appropriate for SEND Learners*):

### **Required Encounters (Years 8–13)**

Pupils will receive **at least four encounters** with approved providers:

- **Years 8–9:** 2 encounters
- **Years 10–11:** 2 encounters
- **Years 12-13:** 2 encounters

Each encounter should:

- Be meaningful and allow providers to explain their offer
- Include information on courses, entry requirements and pathways
- Highlight career outcomes associated with different routes
- Support informed choice at key transition points

## **7. The Bayleaf Hub Provider Access Policy Statement**



## Provider Access Policy Statement

**Ownership: The Bayleaf Hub, Bayleaf Education**

**Date Updated: April 2026**

### **Rationale**

High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes *increasingly* important that all young people have a **full** understanding of **all** the options available to them post-16 and post-18, including Supported Internships, wider technical education options such as T-Levels, and Higher Technical Qualifications.

### **Commitment**

The Bayleaf Hub is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. The Bayleaf Hub is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical/vocational.

The Bayleaf Hub endeavours to ensure that all students are aware of **all** routes to higher skills and are able to access information on technical options and apprenticeships (***The Department of Education, July 2021: Baker Clause: supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023***).

### **Aims**

The Bayleaf Hub Policy for Access to other education and training providers has the following aims:

- To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.
- To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.
- To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

### **Student Entitlement**

The Bayleaf Hub fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on **at least six encounters with providers of approved technical education qualifications or apprenticeships**. This may be done, for example, in assemblies (in National Apprenticeship Week and National Careers Week), careers events at school, or during visits to external providers.

### **Development**



This policy has been developed and is reviewed annually by the Careers Leader and Senior Leadership Team, based on current good practice guidelines by the Department for Education.

### **Links with other policies**

It supports and is underpinned by key school policies including those for Careers, Child Protection, Equality and Diversity, and SEND. All provider visits will comply with the school's **Safeguarding and Child Protection Policy**. External speakers must adhere to **Prevent Duty** expectations and cannot promote partisan political views.

### **Equality and Diversity**

Access to other providers is available and promoted to allow all students, regardless of their background, to access information about other providers of further education and apprenticeships. The Bayleaf Hub is committed to encouraging all students to make decisions about their future based on impartial information.

### **Requests for access**

Requests for access should be directed to the Careers Lead, Stephanie Sale via email:

[Stephanie.Sale@bayleafcare.co.uk](mailto:Stephanie.Sale@bayleafcare.co.uk)

### **Grounds for granting requests for access**

Access will be given for providers to attend during school assemblies, Careers or PfA lessons, and Careers or Raising Aspirations events that The Bayleaf Hub is arranging. Students may also travel to visit another provider as part of a trip to be organised by Bayleaf Education and Care.

The Bayleaf Hub will provide an appropriate room or hall to be agreed. Interactive whiteboards/projectors and speakers can also be arranged. The Careers Leader or Careers Adviser will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of the staff team, who will facilitate.

### **Live/Virtual encounters**

The Bayleaf Hub will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school hall. Technology checks in advance will be required to ensure compatibility of systems.

### **Parents and Carers**

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

### **Management**

The Careers Leader coordinates all provider requests and is responsible to the Senior Leadership Team.

### **Complaints Procedure**

Any complaints about this policy statement should be raised in the first instance to

[Stephanie.Sale@bayleafcare.co.uk](mailto:Stephanie.Sale@bayleafcare.co.uk)

### **Monitoring, Review and Evaluation**

The Policy will be monitored and evaluated annually via the Senior Leadership Team and Governing Body.

Policy statement reviewed: April 2026

## **8. Legal Frameworks and Statutory Duties**



This CEIAG policy is written with reference to the following statutory guidance and legislation:

### Statutory Duties

- **Education Act 1997**, Section 42A – Duty to secure access to independent careers guidance
- **Education Act 2011** – Transfer of careers guidance duty to schools
- **The Technical and Further Education Act 2017** – “Baker Clause” on access for providers
- **Provider Access Legislation (PAL), updated January 2023** – strengthened duties requiring **six provider encounters** between Years 8–13
- **Careers Guidance and Access for Education and Training Providers: Statutory Guidance (DfE 2023)**
- **The Equality Act 2010**
- **Skills and Post-16 Education Act 2022 and the ‘Baker Clause.’**

### Careers Quality Benchmarks

- **The Gatsby Benchmarks (2014)** – National framework for good career guidance
- **CDI Career Development Framework (2021)**

### The Gatsby Benchmarks

We act with support and guidance from the Careers and Enterprise Company, ‘*the national body for careers education in England, supporting schools and colleges to deliver modern, 21st century careers education*’ and follow The Gatsby Benchmarks; a framework of eight, research-backed standards for delivering high-quality careers guidance in England’s schools and colleges. Developed by [The Gatsby Foundation](#) and included in government policy, they aim to improve social mobility and provide young people with skills for work, employer insights, and tailored, impartial information and guidance.

- 1. Stable Careers Programme:** A structured, embedded program with a designated leader, known to students, parents, and employers.
- 2. Learning from Career & Labour Market Information (LMI):** Ensuring students and parents have access to quality, up-to-date information about jobs and the market
- 3. Addressing the Needs of Each Pupil:** Tailoring advice to individual student needs, promoting equality, and reducing stereotypes; personalised support for vulnerable groups and pupils with SEND.
- 4. Linking Curriculum Learning to Careers:** Teachers across all subjects highlighting the relevance of their curriculum to future careers.
- 5. Encounters with Employers & Employees:** Multiple, meaningful opportunities for students to learn from employers, such as talks or mentoring.
- 6. Experiences of Workplaces:** First-hand, meaningful experiences in a workplace setting (e.g., work experience).
- 7. Encounters with Further & Higher Education:** Opportunities to understand the full range of learning opportunities, including colleges and universities (both academic and technical pathways).
- 8. Personal Guidance:** One-to-one interviews with a qualified (L6) careers adviser for all pupils by ages 16 and 18
- 9. Monitoring, Evaluation, and Review**



The impact of the CEIAG programme is evaluated through:

- Pupil and parent/carer feedback
- Staff feedback
- Provider evaluations
- Destination data tracking for three years post16 (not yet available).

The governing body will review this policy **annually** and monitors compliance with statutory duties.

#### **10. Publication**

This policy is published on the school website as required by the **DfE Statutory Guidance (2023)**.