

The Guild Hall School

Careers Education, Information, Advice and Guidance (CEIAG)

with Provider Access Policy Statement 2026-2028



Reference:	GS CEIAG V001 August26
Reviewed by:	Sariena Watkins
Review Date:	11.08.2026
Date of next review:	September 2028



1. Legal Status

This policy supports full compliance with statutory duties relating to careers guidance, provider access, SEND inclusion, safeguarding and preparation for adulthood. This CEIAG Policy is written with regard to:

- Education Act 1997, Section 42A – duty to secure access to independent careers guidance
- Education Act 2011 – transfer of careers guidance duty to schools
- Technical & Further Education Act 2017 (Baker Clause)
- Skills & Post-16 Education Act 2022 – impartiality duty and strengthened provider access
- Provider Access Legislation (PAL 2023) – statutory requirement for six provider encounters
- Careers Guidance and Access for Education and Training Providers: Statutory Guidance (DfE 2023)
- SEND Code of Practice (2015) – Preparation for Adulthood duties
- Children & Families Act 2014 – Part 3
- Equality Act 2010 & Public Sector Equality Duty
- Ofsted Education Inspection Framework (EIF 2026)
- Local Area SEND Inspection Framework (Ofsted/CQC 2023)
- Independent School Standards (ISS) Part 1 & Part 3
- Keeping Children Safe in Education (KCSIE 2026)

2. Purpose

The purpose of this policy is to ensure that all pupils with:

- Specific Learning Difficulties (SpLD)
- Severe Learning Difficulties (SLD)
- Cognitive and Developmental Delays
- Autism and communication differences
- SEMH and trauma-related needs

receive high-quality, accessible, personalised and trauma-informed CEIAG that enables them to:

- explore future pathways safely and confidently
- develop independence and self-advocacy
- build essential skills for adulthood
- access employer encounters in a supported, structured way
- understand technical, vocational, academic and supported routes
- prepare for transitions with emotional safety
- make informed choices aligned with their strengths, interests and EHCP outcomes

3. Policy Statement

The Guild Hall School is committed to providing **SEND-specialist careers education** that is:

- trauma-informed
- relational
- developmentally appropriate
- multi-sensory
- scaffolded
- accessible
- EHCP-aligned
- aspirational



We believe every pupil — regardless of cognitive profile, communication needs or prior educational experience — deserves access to high-quality, impartial and meaningful careers guidance.

Our CEIAG programme:

- aligns with Gatsby Benchmarks and CDI Framework
- meets PAL 2023 requirements
- fulfils statutory impartiality duties
- integrates Preparation for Adulthood outcomes
- supports pupils to transition confidently into further education, training, supported internships or employment
- is delivered in partnership with families, employers, FE providers and multi-agency professionals

4. Scope

This policy applies to:

- all pupils in Years 3–13
- all staff (teaching, pastoral, support, administrative, volunteers, contractors)
- all curriculum and non-curriculum activities
- all employer and provider encounters
- all off-site visits, workplace experiences and supported internships
- all CEIAG delivered by external professionals
- all CEIAG information published on the school website

5. Principles

Our SEND-specific CEIAG practice is guided by the following principles:

Safety First

CEIAG is delivered in emotionally safe, predictable environments with high adult support.

Accessibility

Information is adapted using visuals, symbols, simplified text, assistive technology and multi-sensory approaches.

Adaptation

We adapt the environment, curriculum and CEIAG delivery — not the pupil.

Dignity

Pupils are treated with respect, compassion and understanding throughout all CEIAG experiences.

Collaboration

CEIAG is co-produced with pupils, families, employers, FE providers and multi-agency professionals.

Ambition

We hold high aspirations for every pupil, regardless of SEND profile.

Preparation for Adulthood

CEIAG is fully aligned with EHCP outcomes in Employment, Independent Living, Community Participation and Health.



Impartiality

All routes — academic, technical, vocational and supported — are promoted equally.

Trauma-Informed Practice

Transitions, encounters and new experiences are scaffolded to reduce anxiety and build confidence.

6. Statutory Requirements

The Guild Hall School meets its statutory CEIAG duties by:

Provider Access Legislation (PAL 2023)

Ensuring **six meaningful encounters** with approved providers between Years 8–13.

Independent Careers Guidance

Providing impartial, personalised guidance from a **Level 6 qualified Careers Adviser**.

Gatsby Benchmarks

Delivering CEIAG aligned to all eight benchmarks.

CDI Framework

Embedding career development skills across the curriculum.

Skills & Post-16 Education Act 2022

Promoting all pathways equally and ensuring impartiality.

Technical & Further Education Act 2017 (Baker Clause)

Allowing providers access to pupils to discuss technical routes.

SEND Code of Practice (2015)

Aligning CEIAG with Preparation for Adulthood outcomes and EHCP targets.

Equality Act 2010

Ensuring CEIAG is accessible, inclusive and free from discrimination.

KCSIE 2026

Ensuring all employer and provider encounters meet safeguarding requirements.

ISS Part 1 & Part 3

Providing high-quality CEIAG within a safe, well-planned framework.

7. Introduction and Vision

The Guild Hall School provides SEND-specialist Careers Education, Information, Advice and Guidance (CEIAG) designed for pupils with:

- Specific Learning Difficulties (SpLD)
- Severe Learning Difficulties (SLD)
- Cognitive and Developmental Delays
- Autism and communication differences
- Social, Emotional and Mental Health (SEMH) needs



- Trauma-related needs

Our CEIAG programme is trauma-informed, highly scaffolded, multi-sensory, and developmentally appropriate, ensuring every pupil can explore future pathways safely, confidently and meaningfully.

CEIAG at The Guild Hall School supports pupils to:

- understand themselves
- explore realistic and aspirational future options
- develop independence and self-advocacy
- build essential skills for adulthood
- prepare for transitions with emotional safety
- access employer encounters in a supported, structured way

We believe every pupil — regardless of cognitive profile, communication needs or prior educational experience — deserves access to high-quality, personalised careers guidance.

8. Rationale and Core Values

Our CEIAG rationale is rooted in the belief that pupils with SEND need:

- predictable routines
- concrete, real-world experiences
- high adult support
- visual, accessible information
- emotionally safe transitions
- strength-based guidance

We embed our three core values throughout CEIAG:

RSE at The Guild Hall School is explicitly aligned with 3 core values:

Value	How it is embedded in RSE
Courage	Pupils explore careers through hands-on experiences, visual resources, supported questioning and scaffolded discovery.
Curiosity	Pupils build resilience, confidence and bravery to try new experiences, meet new people and consider new pathways.
Community	CEIAG is relational, collaborative and connected — involving families, employers, providers and multi-agency professionals

9. Roles and Responsibilities

Senior Leadership Team & Proprietary Body

- Oversee CEIAG provision
- Ensure statutory compliance
- Allocate resources
- Monitor impact and SEND accessibility

Teachers & Education Staff

- Embed careers learning across subjects
- Provide scaffolded, accessible CEIAG activities
- Prepare pupils for encounters with employers and providers

Careers Lead

Stephanie Sale Email: Stephanie.Sale@bayleafcare.co.uk

Chair of the Proprietary Body

Melanie Zamir Email: Melanie.Zamir@bayleafcare.co.uk

10. Aims of CEIAG (SEND-Specific)

Our CEIAG programme aims to:

- raise aspirations through trauma-informed, relational practice
- provide accessible, impartial, personalised guidance
- reduce anxiety through predictable routines and supported transitions
- ensure pupils understand all pathways, including supported internships
- deliver multi-sensory, concrete learning for pupils with SLD and cognitive delays
- provide assistive technology and scaffolded literacy/numeracy for pupils with SpLD
- offer high adult support during employer encounters
- build communication, regulation, problem-solving and independence skills
- align CEIAG with EHCP outcomes and Preparation for Adulthood

This policy aligns with:

- DfE Careers Guidance (2023)
- Provider Access Legislation (PAL 2023)
- Skills & Post-16 Education Act (2022)
- Technical & Further Education Act (2017)
- Gatsby Benchmarks
- CDI Framework
- SEND Code of Practice (2015)
- Equality Act 2010
- Ofsted EIF (2026)
- Local Area SEND Inspection Framework (2023)
- ISS Part 1 & Part 3
- KCSIE 2026

11. Entitlement (SEND-Specific)

Key Stage 2 (Years 3–6)

CEIAG is delivered through:

- sensory-friendly “World of Work” experiences
- visual, concrete activities
- supported off-site visits
- essential skills development (teamwork, communication, regulation)

Key Stage 3–5 (Years 7–13)

All pupils are entitled to:

- a stable, structured careers programme
- CEIAG aligned to all 8 Gatsby Benchmarks
- accessible employer encounters
- independent guidance from a Level 6 Careers Adviser
- information on technical, vocational, academic and supported pathways



- personalised SEMH-informed transition planning
- scaffolded career management skills (CV writing, interviews, self-advocacy)

Provider Access Legislation (PAL 2023)

Pupils receive six meaningful encounters with approved providers:

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

Encounters are adapted for SEND learners through:

- small groups or 1:1
- simplified presentations
- visual supports
- sensory-friendly environments
- familiar adults present
- extended time for questions
- pre-visit preparation
- post-visit reflection

CEIAG for SpLD, SLD and Cognitive & Developmental Delays

SpLD (Dyslexia, Dyscalculia, Dyspraxia)

CEIAG includes:

- visual supports
- simplified text
- symbol-based materials
- assistive technology
- scaffolded written tasks
- practical, hands-on experiences
- explicit teaching of workplace literacy/numeracy

SLD (Severe Learning Difficulties)

CEIAG is:

- highly structured
- concrete and experiential
- delivered in small steps
- supported by repetition and overlearning
- aligned with EHCP outcomes
- focused on independence, communication and safety

Cognitive & Developmental Delays

CEIAG focuses on:

- real-life experiences
- practical skill development
- supported internships
- role-play and modelling
- short, predictable sessions
- emotionally safe transitions
- personalised pathways



12. Curriculum Integration

CEIAG is embedded across:

- PSHE & Preparation for Adulthood
- subject-specific careers links
- SEMH/Thrive lessons
- HIA (Hopes, Interests & Aspirations) sessions
- therapeutic interventions
- assemblies
- educational visits

All curriculum CEIAG is adapted for SEND learners using:

- visuals
- modelling
- chunking
- sensory regulation
- supported communication

13. Employer & Provider Engagement (SEND-Specific)

The school organises:

- careers fairs
- workplace visits
- FE provider encounters
- apprenticeship workshops
- mock interviews

All encounters include:

- high adult support
- sensory-friendly adjustments
- communication scaffolds
- pre-visit familiarisation
- trauma-informed preparation and debriefing

14. Targeted SEMH Support

CEIAG includes:

- predictable routines
- co-regulation
- relational safety
- strength-based conversations
- anxiety-reducing strategies
- multi-agency involvement

15. Supported Internships (BESI Programme)

Pupils in Years 12–13 may access structured work placements in:

- Business & Administration
- Motor Vehicles



- Customer Service
- Hospitality & Catering
- Health & Social Care

Supported Internships follow DfE guidance and include:

- job coach support
- workplace skill development
- EHCP-aligned outcomes
- gradual transition to paid employment

16. Legal Frameworks and Statutory Duties

This policy is written with reference to:

- Education Act 1997
- Education Act 2011
- Technical & Further Education Act 2017
- Skills & Post-16 Education Act 2022
- Provider Access Legislation (PAL 2023)
- DfE Careers Guidance (2023)
- Equality Act 2010
- Gatsby Benchmarks
- CDI Framework
- SEND Code of Practice (2015)
- Ofsted EIF (2024)
- Local Area SEND Inspection Framework (2023)
- ISS Part 1 & Part 3
- KCSIE 2026

17. Monitoring, Evaluation and Review

Impact is evaluated through:

- pupil voice (supported communication)
- parent/carer feedback
- staff feedback
- provider evaluations
- destination tracking
- EHCP outcome progress
- SLT and Governing Body oversight

17. Publication

This policy is published on the school website in line with DfE statutory guidance.

18. Safeguarding Links (Careers-Lead Specific Version)

Safeguarding is integral to CEIAG. Pupils with SEND — including SpLD, SLD, cognitive and developmental delays, Autism and SEMH needs — are disproportionately vulnerable during careers activities, transitions, employer encounters and off-site experiences.



We recognise:

- pupils with SEND may struggle to recognise unsafe situations
- SEND needs may mask safeguarding concerns
- behaviour may be communication of distress, anxiety or overwhelm
- transitions, unfamiliar environments and unstructured times require enhanced oversight
- employer encounters and provider visits introduce additional safeguarding considerations
- pupils may require supported communication to express worries or concerns

The Careers Lead and DSL work jointly to ensure CEIAG is safe, accessible and protective. Together they oversee:

- risk assessments for all CEIAG activities, including employer encounters, workplace visits, FE provider events and supported internships
- safety planning for pupils with SEMH needs, sensory needs, communication differences or trauma histories
- multi-agency referrals where CEIAG identifies new concerns or vulnerabilities
- monitoring patterns of concern, including anxiety around transitions, avoidance behaviours, distress during encounters, or repeated safeguarding indicators
- provider safeguarding compliance, ensuring all external speakers meet KCSIE 2025, Prevent Duty and school safeguarding expectations
- supervision arrangements, ensuring pupils are supported by familiar adults during all CEIAG activities
- supported communication, enabling pupils to express worries, discomfort or confusion during careers experiences

CEIAG safeguarding practice is aligned with:

- Keeping Children Safe in Education (2026)
- Working Together to Safeguard Children (2026)
- SEND Code of Practice (2015)
- Local Area SEND Inspection Framework (2023)
- ISS Part 3

15. Closing Statement (Careers-Lead Specific Version)

The Guild Hall School is committed to providing a safe, inclusive and aspirational CEIAG programme where every pupil — regardless of SEND profile — can explore future pathways with confidence, dignity and emotional security. Through:

- adaptive, multi-sensory teaching
- trauma-informed guidance
- strong relationships
- scaffolded employer encounters
- supported transitions
- personalised Preparation for Adulthood pathways
- high expectations for every learner

We ensure that pupils with SpLD, SLD, cognitive and developmental delays, Autism and SEMH needs receive careers education that is meaningful, accessible and empowering. We remain committed to:

- continuous improvement
- collaboration with families, employers and professionals
- safeguarding-aligned CEIAG practice
- celebrating strengths
- widening opportunities
- and the belief that every pupil can achieve, progress and move confidently towards adulthood.