

Furrowfield School

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



2026-2027

1. Vision and Ethos

At Furrowfield School, we are committed to improving life chances for every student through a highly personalised, ambitious and inclusive approach to education. Careers education forms a central part of our curriculum and personal development offer because we believe that all students have the right to leave school with the knowledge, skills, confidence and aspirations necessary to access meaningful education, employment and training opportunities.

As a specialist setting for students with Social, Emotional and Mental Health (SEMH) needs, we recognise that successful preparation for adulthood requires more than academic achievement alone. Students must also develop resilience, self-awareness, emotional regulation, communication skills, independence and the confidence to navigate the next stage of their lives successfully.

Through our ethos of Together We Succeed and our commitment to the Furrowfield Way, careers education is carefully sequenced and embedded throughout the curriculum to ensure students are prepared academically, socially and emotionally for adulthood. This aligns directly with our school commitment to improving life chances and preparing every student for successful future destinations.

2. Policy Aims

The aims of this policy are to:

- Raise aspirations for all students regardless of starting points
- Ensure students develop the knowledge, skills and behaviours required for future success
- Provide a stable and progressive careers programme
- Support students in making informed decisions about their future
- Ensure access to independent and impartial careers guidance
- Provide meaningful encounters with employers, colleges, universities and training providers
- Prepare students effectively for adulthood and transition into post-16 education, employment or training
- Reduce barriers to progression and participation
- Develop students' cultural capital and understanding of the wider world
- Promote equality, diversity and inclusion
- Support sustained positive destinations
- Ensure staff are adequately trained
- Link with external careers advisors for additional expertise
- Meet all statutory requirements for careers education and provider access

3. Statutory Framework

This policy has been developed with reference to:

- Education Act 1997
- Careers Strategy: Making the Most of Everyone's Skills and Talents
- Technical and Further Education Act 2017

- Skills and Post-16 Education Act 2022
- Careers Guidance and Access for Education and Training Providers Statutory Guidance (January 2023)
- The Baker Clause
- SEND Code of Practice (2015)
- Children and Families Act 2014
- Equality Act 2010
- United Nations Convention on the Rights of the Child (UNCRC)
- Keeping Children Safe in Education (KCSIE)
- Education Inspection Framework
- Ofsted School Inspection Handbook
- Gatsby Benchmarks of Good Career Guidance

4. Careers Education

At Furrowfield School, careers education is a significant contributor to our School Advancement Plan.

Quality of Education

Our careers programme forms part of an ambitious curriculum that prepares students for future learning, employment and independent living. Careers learning is carefully sequenced so that students know more, remember more and are able to do more over time.

Personal Development

Careers education supports students to:

- Develop aspirations
- Understand future opportunities
- Build resilience
- Develop self-confidence
- Increase independence
- Engage positively with society
- Understand diversity and inclusion
- Prepare for adulthood

Behaviour and Attitudes

Students are supported to understand the purpose of education, recognise the relevance of learning and develop positive attitudes towards future employment and training.

Leadership and Management

Leaders ensure that careers education is strategically planned, rigorously evaluated and continuously improved to meet statutory requirements and the needs of all learners.

5. The Furrowfield Careers Programme

The careers programme reflects the school's wider commitment to:

- Improving life chances
- Personalised learning
- Preparation for adulthood

- Positive destinations
- Emotional development
- Lifelong learning

The programme begins in Key Stage 3 and continues through to Year 11.

Students access careers education through:

Curriculum Learning

Careers learning is embedded across:

- English
- Mathematics
- Science
- Geography
- History
- Food Technology
- Computing
- Art
- Physical Education
- PSHRE - our Futures Pathway
- In our assembly programme
- In our SMSC Respect Days
- In our Clubs and Societies Enrichment Programme
- In our Health and Well Being Enrichment Programme
- Through our careers advisor programme
- Through our Therapeutic Assessment and Support Centre (TASC)
- Through our curriculum pathways

Teachers and Teaching Assistants make explicit links between curriculum content and future careers pathways.

Personal Development Curriculum

Students develop:

- Communication skills
- Leadership skills
- Teamwork
- Problem-solving
- Decision-making
- Self-reflection
- Emotional literacy
- Self-regulation
- Resilience

These characteristics are essential employability skills and support successful preparation for adulthood.

Therapeutic Curriculum

The school's therapeutic approach supports students to overcome barriers to learning and employment through:

- Emotional regulation

- Relationship building
- Self-awareness
- Confidence building
- Restorative approaches
- Trauma-informed practice

Enrichment Opportunities

Students may participate in:

- Enterprise activities
- Community projects
- Volunteering opportunities
- Clubs and societies
- Forest School experiences
- Work-related learning activities
- Personal development events

These experiences increase cultural capital and broaden aspirations.

6. Gatsby Benchmarks

Furrowfield School is committed to achieving and maintaining all eight Gatsby Benchmarks.

Benchmark 1 – A Stable Careers Programme
The school maintains a planned, progressive and evaluated careers programme.
Benchmark 2 – Learning from Career and Labour Market Information
Students have access to current labour market information and are supported in understanding employment trends, local opportunities and emerging industries.
Benchmark 3 – Addressing the Needs of Each Student
Provision is personalised to meet the needs of all learners, including those with SEMH needs, SEND and EHCPs.
Benchmark 4 – Linking Curriculum Learning to Careers
Curriculum leaders identify and promote meaningful careers links within all subject areas.
Benchmark 5 – Encounters with Employers and Employees
Students engage with a range of employers and employees throughout their school journey.
Benchmark 6 – Experiences of Workplaces
Where appropriate, students participate in workplace visits, work-related learning and employer engagement opportunities.
Benchmark 7 – Encounters with Further and Higher Education
Students receive information from further education providers, higher education institutions, apprenticeship providers and training organisations.
Benchmark 8 – Personal Guidance
Students receive impartial careers guidance from qualified and independent careers advisers.

7. Careers Provision for Students with SEND and SEMH

Recognising the unique needs of our students, careers provision is highly personalised.

Support includes:

- Individual careers interviews
- Transition planning
- Multi-agency working
- Family engagement
- College transition programmes
- Supported internship information
- Apprenticeship guidance
- EHCP annual review contributions
- Preparation for adulthood planning

Particular emphasis is placed on developing confidence, independence and self-advocacy.

8. Preparation for Adulthood

The Furrowfield careers programme is aligned to the four nationally recognised Preparation for Adulthood outcomes:

Employment	Preparing students for future careers, further education and training
Independent Living	Developing life skills, financial capability and decision-making
Community Inclusion	Supporting participation within local communities and wider society
Health and Wellbeing	Promoting emotional wellbeing, resilience and healthy lifestyles

Preparation for adulthood is embedded throughout both curriculum and personal development provision.

9. Independent Careers Guidance

All students have access to independent and impartial careers guidance.

Guidance includes:

- One-to-one careers interviews.
- Career action planning.
- College applications.
- Apprenticeship applications.
- CV writing.
- Interview preparation.
- Employment support.
- Training pathway advice.

Parents and carers are encouraged to contribute to transition planning and future destination discussions.

10. Provider Access Policy Statement (Baker Clause)

Student Entitlement

All students in Years 7–11 are entitled to:

- Learn about technical education qualifications
- Learn about apprenticeship opportunities
- Receive information from education and training providers
- Understand routes into employment
- Understand routes into further and higher education
- Receive information regarding career progression pathways

Students will receive multiple opportunities to engage with providers during each key stage.

11. Management of Provider Requests

Providers wishing to request access to students should contact:

Careers Leader Mrs Anna Ridley

Furrowfield School

Whitehills Drive

Felling

Gateshead

NE10 9RZ

Telephone: 0191 4954700

All requests will be considered in relation to:

- Curriculum requirements
- Student need
- Safeguarding arrangements
- Educational value
- Equality of access

12. Opportunities for Provider Access

Providers may be invited to participate in:

- Careers fairs
- Assemblies
- Employer encounters
- Apprenticeship events
- College presentations
- Mock interviews
- Option guidance events
- Small group workshops
- Transition evenings
- Personal development sessions

The school will ensure a balanced programme of opportunities throughout the academic year.

13. Premises and Facilities

The school will provide:

- Suitable teaching spaces
- Assembly areas
- ICT equipment
- Presentation technology
- Access to students in appropriate year groups
- Careers materials in the Reading Room
- A Dedicated Careers office in the Therapeutic Assessment and Support Centre (TASC)

Providers may also leave prospectuses and promotional literature where appropriate which will be distributed to students.

14. Equality, Diversity and Inclusion

The careers programme actively promotes:

- Equality of opportunity
- Social mobility
- Respect for diversity
- Protected Characteristics
- British Values
- Inclusion and belonging

Students are encouraged to challenge stereotypes and make decisions based upon talents, interests and aspirations.

Careers guidance is provided without bias and reflects the full range of pathways available within Furrowfield School.

15. Safeguarding

Safeguarding is paramount within all careers activities.

All providers must:

- Comply with Furrowfield School safeguarding procedures
- Follow visitor protocols
- Sign in and wear identification
- Operate in accordance with Keeping Children Safe in Education (KCSIE)
- Be supervised where appropriate

Leaders ensure all careers activities contribute positively to the safeguarding and wellbeing of students.

16. Research and Evidence Base

The careers programme is informed by national research and recognised best practice.

Gatsby Foundation

Research demonstrates that implementation of the Gatsby Benchmarks improves student preparedness for future employment and training opportunities.

Reference: <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Careers and Enterprise Company

The Careers and Enterprise Company identifies employer encounters and structured careers programmes as significant factors in improving student aspirations and reducing the risk of becoming NEET.

Reference: <https://www.careersandenterprise.co.uk>

Department for Education

Statutory guidance identifies careers education as a key driver in improving social mobility and supporting informed decision making.

Reference: <https://www.gov.uk/government/publications/careers-guidance-and-access-for-education-and-training-providers>

Education Endowment Foundation (EEF)

EEF research highlights the importance of self-regulation, metacognition, communication and aspiration in improving long-term outcomes.

References:

<https://educationendowmentfoundation.org.uk>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition>

Preparing for Adulthood

National research demonstrates the importance of focusing upon employment, community inclusion, independent living and health outcomes for young people with SEND.

Reference:

<https://www.preparingforadulthood.org.uk>

Social and Emotional Learning

Research demonstrates that resilience, self-regulation and social-emotional competencies are important predictors of educational and employment success.

Reference:

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>

Ofsted

The Education Inspection Framework highlights the importance of preparing students for future success in education, employment and training through ambitious curriculum design and strong personal development provision.

References:

<https://www.gov.uk/government/publications/education-inspection-framework>

<https://www.gov.uk/government/publications/school-inspection-handbook-eif>

17. Monitoring, Evaluation and Quality Assurance

The effectiveness of careers provision will be monitored through:

- Gatsby Benchmark reviews
- Destination data analysis
- Student voice
- Smart Council Information
- Parent and carer feedback
- Staff feedback
- Employer feedback
- Governor monitoring
- School self-evaluation
- School Advancement planning

Leaders will evaluate whether students are:

- Developing aspiration
- Acquiring employability skills
- Successfully accessing appropriate post-16 destinations
- Sustaining education, employment or training placements
- Becoming increasingly independent and prepared for adulthood

18. Success Measures

The impact of the careers programme will be measured through:

- Positive destinations
- Reduction in NEET figures
- Student engagement
- Student attendance
- Successful transitions
- Employer engagement opportunities
- Careers guidance participation
- Student confidence and aspiration
- Achievement of Gatsby Benchmarks
- Preparation for adulthood outcomes

19. Policy Review

This policy will be reviewed annually by the Governing Body to ensure:

- Statutory compliance.
- Alignment with DfE guidance
- Continued improvement in student aspirations
- Continued improvement in student outcomes
- Effective preparation for adulthood and included in EHCPs
- Continued promotion of Furrowfield School's vision of improving life chances for every learner