



Careers Education Information, Advice and Guidance (CEIAG) Policy **including Provider Access Policy Statement 2025-26**

Introduction

The Pines School provides a relevant and engaging careers curriculum which meets the differing needs and requirements of our pupils. This is developed throughout a pupil's time at the school and is always supportive of their abilities, strengths and skills. We are committed to providing a planned programme of Careers Education for all pupils and will do so in the context of the Gatsby Charitable Foundation's Benchmarks.

These benchmarks are:

Benchmark 1: A Stable Careers Programme

Benchmark 2: Learning from Career and Labour Market Information

Benchmark 3: Addressing the Needs of Each Pupil

Benchmark 4: Linking Curriculum Learning to Careers

Benchmark 5: Encounters with Employers and Employees

Benchmark 6: Experiences of Workplaces

Benchmark 7: Encounters with Further and Higher Education

Benchmark 8: Personal Guidance

Statutory Duties

Section 42A of the Education Act 1997, which was amended by the Careers Guidance in Schools Regulations 2013, requires governing bodies to ensure that registered pupils at the school are provided with independent careers guidance from year 8 (12-13-year olds) to year 13 (17-18-year olds).

The governing body must ensure that the independent careers guidance provided:

- Is presented in an impartial manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. It was updated in January 2023. This law requires the proprietor of all schools and academies to ensure that there are at least a minimum number of opportunities for a range of education and training providers to access all pupils in Year 8 to Year 13 for the purpose of informing them about approved technical education

qualifications or apprenticeships. Every school must also publish a policy statement setting out their arrangements for provider access. This Provider Access Statement can be found on the school's website.

Definitions:

Independent is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone and helpline access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.

Impartial is defined as showing no bias or favouritism towards a particular education or work option.

Independent career advice

An annual partnership agreement is negotiated with Learn to Work Ltd which provides impartial and independent guidance. Our Careers Advisor is Ellen O'Brien who works for Learn to Work Ltd.

Aims

Our aims sit within the school's overarching mission to enable all young people to lead as meaningful and enjoyable lives as possible. The aims and objectives below will be met in the context of each individual's needs, abilities and aspirations.

The aims of our careers programme are to:

- Provide comprehensive information and advice
- Promote equality of opportunity and challenge stereotypes
- Empower pupils to plan and manage their own futures
- Respond to the individual needs of each student
- Inspire and raise attainable aspirations and plans for the future
- Help pupils to progress throughout their stages of education
- Support pupils in the transition from education into appropriate work and adult life and so enable our young people to lead a meaningful and enjoyable life

Objectives

The objectives of our careers programme are to:

- Ensure that pupils have a wider and deeper understanding of the world of work.
- Equip pupils with the skills in order to make smooth transitions between key stages.
- Enable pupils to make use of career's resources available to them, as appropriate so that they can make well-informed choices at various stages.
- Ensure pupils, and where more appropriate, their parents, are aware of the range of opportunities which are realistically available to them at all transition points.
- Widen and foster effective links with key partners e.g. colleges, universities, community groups and employers.
- Ensure, wherever possible, that all pupils leave the school to enter employment, further education, training and/ or are enabled to engage with purposeful life experiences and opportunities.

Implementation

- Our careers curriculum is embedded across the curriculum from Year 1 to Year 11 and is delivered to all pupils. The programme is routinely monitored, audited and evaluated to ensure it is fit for purpose.
- At the heart of curriculum planning there is a focus on the development of key transferable skills which are employability skills. In KS4, pupils have the opportunity to experience a range of vocational qualifications to help explore their interests and broaden their horizons.
- We plan a wide range of careers experiences for all pupils including our annual Careers Week and try to bring in careers to all aspects of the curriculum.
- Pupils in Key Stage 4 have access to formal employability skills qualifications through ASDAN, AQA Unit Award and Talk for Work Programmes.
- Pupils have the opportunity to access a broad range of qualifications, including GCSEs, Entry Level, Duke of Edinburgh and Independent Travel Training through Travel Assist.
- Pupils in KS4 have access to independent careers advice who meet with pupils and families and draw up a careers action plan.
- Pupils in KS4 have 1:1 mentoring and careers provision through Evolve's LEAP programme which provides individualised mentoring and support tailored to the needs of the individual pupil.
- There is regular communication with parents and carers who are given up-to-date careers information and advice regarding future pathways. Information and advice is also accessible on our school website.
- We have a close working relationship a wide range of employers and educational providers who support our careers offer,
- Our Careers Programme is supported by the Careers and Enterprise Hub, our Enterprise Advisor, Enterprise Coordinator and Evolve.
- Key skills are tracked through the Personal Development Passport.

Impact

- Pupils will have a successful transition from Year 11 into Post 16 and beyond.
- Pupils will have had the experience of exploring a range of career opportunities and have explored their interests and goals so they are able to make suitable choices for their future.
- Pupils will develop the skills needed to prepare for adulthood and potentially employment.
- Pupils will know the value of employability skills in their lives and how these help to support independence.
- Pupils will know that they have value and have important part to play in their communities and the world in which they live.
- Pupils are motivated to contribute to society in a way which best suits their needs and skills.
- Pupils and families will make use of support and advice that is available to them to help them prepare for their next stage and make informed choices for the future.
- Aspirations and expectations will be raised for all pupils and their families regarding employment and pathways beyond The Pines.
- A whole school approach to careers ensures that careers is a vital component across all aspects of the curriculum and is central to help pupils for preparation for adulthood and move into employment.

Providers Access Policy Statement

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.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of:

- two encounters for pupils during the 'first key phase' (year 8 to 9)
- two encounters for pupils during the 'second key phase' (year 10 to 11).

We will ensure that all our pupils have meaningful encounters and experiences that are tailored to their needs to help them move forward in their preparation for adulthood.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils.

Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the [Making it meaningful checklist](#).

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

Destinations of our pupils

From September 2018 The Pines has grown into secondary provision, July 2022 was the first time The Pines had a Year 11 cohort who moved on to Post-16 provision. These are the destinations for our pupils:

| Setting | Setting Type | Total Numbers |
|--|------------------------------|----------------------|
| Queensbury 6 th Form – New Horizons | Special 6 th Form | 28 |
| HBVC | Special College | 6 |
| QAC | Special College | 4 |
| Baskerville School | Special 6 th Form | 3 |
| Oscott Manor School | Special 6 th Form | 2 |
| PINC | Special College (Art) | 2 |
| Hallmoor School | Special 6 th Form | 2 |
| South and City College Birmingham | Mainstream College | 2 |
| Solihull College | Mainstream College | 1 |
| BMET | Mainstream College | 1 |
| Walsall College | Mainstream College | 1 |
| Two Rivers | Special 6 th Form | 1 |
| Forest Oak | Special 6 th Form | 1 |
| Uffculme School | Special 6 th Form | 1 |
| Elective Home Education | N/A | 1 |

Management of provider access requests

Procedure

A provider wishing to request access should contact Alex Lawrence, Deputy Headteacher, a.lawrence@pines.bham.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 to identify the most suitable opportunity for you.

| | Autumn Term | Spring Term | Summer Term |
|--------------|---|---|---|
| Primary | <ul style="list-style-type: none">Annual EHCP meetings and review to discuss interests, goals and future aspirations with familyExploring jobs and the world of work through the Careers ProgrammeVisits to places of work within the communityVisits from professionals to talk about jobs and careersTaking part in internal work experiences | <ul style="list-style-type: none">Annual EHCP meetings and review to discuss interests, goals and future aspirations with familyExploring jobs and the world of work through the Careers ProgrammeVisits to places of work within the communityVisits from professionals to talk about jobs and careersTaking part in internal work experiencesAnnual Careers WeekAnnual STEAM days | <ul style="list-style-type: none">Annual EHCP meetings and review to discuss interests, goals and future aspirations with familyExploring jobs and the world of work through the Careers ProgrammeVisits to places of work within the communityVisits from professionals to talk about jobs and careersTaking part in internal work experiences |
| Year 7 and 8 | <ul style="list-style-type: none">Annual EHCP meetings and review to discuss interests, goals and future aspirationsExploring work and careers through the Careers ProgrammeDevelopment of key work skills throughout the curriculumInternal WEX opportunitiesVisits to places of work within the communityVisits from professionals to talk about jobs and careersDevelopment of key life skills / employability skills through the curriculum | <ul style="list-style-type: none">Annual EHCP meetings and review to discuss interests, goals and future aspirationsExploring work and careers through the Careers ProgrammeDevelopment of key work skills throughout the curriculumInternal WEX opportunitiesAnnual Careers WeekAnnual STEAM daysVisits to places of work within the communityVisits from professionals to talk about jobs and careersDevelopment of key life skills / employability skills through the curriculum | <ul style="list-style-type: none">Annual EHCP meetings and review to discuss interests, goals and future aspirationsExploring work and careers through the Careers ProgrammeDevelopment of key work skills throughout the curriculumInternal WEX opportunitiesVisits to places of work within the communityVisits from professionals to talk about jobs and careersDevelopment of key life skills / employability skills through the curriculum |

| | | | |
|-------------------------|---|--|---|
| Year 9, 10 and 11 | <ul style="list-style-type: none"> • Annual EHCP Meeting with families to discuss interests, aspirations, pathways and Preparing for Adulthood • Exploring work through the Careers Programme • Development of key work skills throughout the curriculum • Meeting with an Independent Careers Advisor who will write a careers action plan • 1-1 careers mentoring through the LEAP programme • Individualised plan written and reviewed for each student through the LEAP programme • Complete Employability and Life skills modules as part of the extended curriculum • Exploring work and careers through the Careers Programme • Internal and external WEX opportunities • Annual Careers Week • 'Talk for Work' sessions run by SALT. • Visits to places of work within the community • Visits from professionals to talk about jobs and careers • Development of key life skills / employability skills through the extended curriculum • Begin accredited courses, including ASDAN Employability • Duke of Edinburgh Bronze Award (learning new skills for work and life, getting fitter, making a difference and broadening horizons) | <ul style="list-style-type: none"> • Annual EHCP Meeting with families to discuss interests, aspirations, pathways and Preparing for Adulthood • Exploring work through the Careers Programme • Development of key work skills throughout the curriculum • Meeting with an Independent Careers Advisor who will write a careers action plan • 1-1 careers mentoring through the LEAP programme • Individualised plan written and reviewed for each student through the LEAP programme • Complete Employability and Life skills modules as part of the extended curriculum • Exploring work and careers through the Careers Programme • Internal and external WEX opportunities • Annual Careers Week • 'Talk for Work' sessions run by SALT. • Annual STEAM days • Visits to places of work within the community • Visits from professionals to talk about jobs and careers • Development of key life skills / employability skills through the extended curriculum • Begin accredited courses, including ASDAN Employability • Duke of Edinburgh Bronze Award (learning new skills for work and life, getting fitter, making a difference and broadening horizons) | <ul style="list-style-type: none"> • Annual EHCP Meeting with families to discuss interests, aspirations, pathways and Preparing for Adulthood • Exploring work through the Careers Programme • Development of key work skills throughout the curriculum • Meeting with an Independent Careers Advisor who will write a careers action plan • 1-1 careers mentoring through the LEAP programme • Individualised plan written and reviewed for each student through the LEAP programme • Complete Employability and Life skills modules as part of the extended curriculum • Exploring work and careers through the Careers Programme • Internal and external WEX opportunities • Annual Careers Week • 'Talk for Work' sessions run by SALT. • Visits to places of work within the community • Visits from professionals to talk about jobs and careers • Development of key life skills / employability skills through the extended curriculum • Begin accredited courses, including ASDAN Employability • Duke of Edinburgh Bronze Award (learning new skills for work and life, getting fitter, making a difference and broadening horizons) |
|-------------------------|---|--|---|

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 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.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The

Resource Centre is available to all pupils at lunch and break times.

Complaints:

Any complaints with regards to provider access can be raised following the school complaints procedure or directly Alex Lawrence.