



GLOBAL ACADEMY
MAKEUP • HAIR • PRODUCTIONS

CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE (CEIAG) POLICY

1. Policy Intent

At GLOBAL, we are committed to delivering a high-quality, inclusive Careers Education, Information, Advice and Guidance (CEIAG) programme that empowers all learners to make informed, confident decisions about their futures. Our learners, aged 13 to 25, face unique challenges and opportunities, and we believe that with the right support, every individual can achieve meaningful employment, self-employment, or further vocational training.

Our CEIAG provision is designed to be person-centred, aspirational, and practical — with a strong emphasis on enterprise, entrepreneurship, and vocational progression. We aim to equip learners with the skills, knowledge, and mindset needed to thrive in a rapidly changing world of work.

2. Aims

The CEIAG programme at GLOBAL aims to:

- Provide impartial, accessible, and age-appropriate careers education from Year 8 through to age 25.
- Embed vocational learning and enterprise development into the curriculum at every stage.
- Support learners in identifying their strengths, interests, and aspirations through personalised guidance.
- Prepare learners for a range of post-education outcomes, including self-employment, supported employment, apprenticeships, and further vocational study.
- Promote independence, resilience, and informed decision-making in all aspects of career development.

3. Target Group

This policy applies to all learners enrolled at GLOBAL aged 13 to 25, including those in Key Stage 3 (KS3), Key Stage 4 (KS4), Key Stage 5 (KS5), and post-19 provision. All learners have identified Special Educational Needs and/or Disabilities (SEND), and our CEIAG programme is tailored to meet their individual needs, learning styles, and aspirations.

4. Guiding Frameworks

GLOBAL's CEIAG policy is underpinned by national legislation and best practice guidance, including:

- The **SEND Code of Practice (2015)**, which emphasises preparation for adulthood.
- The **Gatsby Benchmarks**, adapted to reflect the needs of SEND learners.
- The **Careers Strategy (DfE, 2017)** and **Education Act 2011 & 1997**, which outline statutory duties for careers provision.
- The **Baker Clause**, ensuring access to a range of education and training providers.
- The **Matrix Standard**, which provides a framework for quality assurance in IAG services.
- The **Preparation for Adulthood Framework**, supporting learners aged 16–25 in achieving independence, employment, and community inclusion.

5. Roles and Responsibilities

Careers provision at GLOBAL is a whole-organisation responsibility, with clearly defined roles:

- The **SENDCO** ensures that CEIAG is inclusive, accessible, and aligned with learners' Education, Health and Care Plans (EHCPs).
- The **CEO and Operations Manager** oversee the strategic development and operational delivery of the CEIAG programme, including partnerships and compliance.
- **Teaching Staff** integrate careers learning into subject delivery, support learners' aspirations, and contribute to the graduated approach.
- **Enterprise Partners** and guest speakers provide real-world insight into vocational careers and self-employment, enriching the curriculum with lived experience.

6. Delivery Model

GLOBAL's CEIAG programme is delivered through a structured, progressive model that reflects learners' developmental stages and vocational interests:

KS3 (Years 8–9)

Learners begin to explore the world of work through interactive sessions, enterprise challenges, and self-awareness activities. They identify personal strengths, interests, and values, laying the foundation for future career planning. Visits from local entrepreneurs and vocational speakers introduce learners to diverse pathways.

KS4 (Years 10–11)

Learners engage in vocational qualifications that embed enterprise skills such as budgeting, marketing, and customer service. Work experience placements are tailored to individual interests and EHCP outcomes, offering hands-on exposure to real working environments. Learners begin to develop business plans and explore self-employment as a viable option.

KS5 (Years 12–13)

Learners undertake extended enterprise projects, supported internships, and mentoring from self-employed professionals. They refine their business ideas, develop branding and financial strategies, and access start-up advice. The curriculum includes modules on legal structures, tax, and digital marketing.

Post-19 Provision (Ages 19–25)

Learners receive tailored support to transition into adulthood and employment. This includes advanced enterprise development, business incubation support, and collaboration with adult services. Learners may access job coaching, supported employment schemes, and microfinance opportunities to launch their own ventures.

7. Provider Access

In accordance with the Baker Clause, GLOBAL ensures that learners have access to a wide range of education and training providers. This includes:

- Apprenticeship and traineeship providers
- Further education colleges and vocational training centres
- Local enterprise partnerships and business mentors
- Supported employment agencies and adult services

We welcome external providers to deliver workshops, host information sessions, and offer guidance tailored to SEND learners.

8. Monitoring and Evaluation

GLOBAL evaluates the effectiveness of its CEIAG programme through:

- Annual review against the **SEND Gatsby Benchmark Toolkit**
- Tracking of learner destinations post-16 and post-25
- Feedback from learners, families, staff, and external partners
- Quality assurance audits aligned with the **Matrix Standard**
- Regular updates to the Careers Action Plan and learner profiles

9. Resources and Partnerships

GLOBAL's CEIAG programme is enriched by a range of resources and partnerships, including:

- Independent careers advisers trained in SEND and enterprise development
- Collaboration with local businesses, enterprise hubs, and community organisations
- Use of digital platforms such as **SkillsBuilder**, **Start Profile**, and **Barclays LifeSkills**
- Access to business planning tools, financial literacy resources, and legal guidance for young entrepreneurs

You can access full official versions of each document below, ready for inclusion in your appendix. These are authoritative sources from UK government and affiliated organisations, suitable for SEND policy documentation.

10. Review Cycle

This policy is reviewed annually by the Quality & Compliance Administrator, Careers Leader and SENDCO, in consultation with learners, families, and external stakeholders. Updates are made to reflect changes in legislation, best practice, and learner needs.

11. Appendix

1. SEND Code of Practice (2015)

- **Document:** *Special Educational Needs and Disability Code of Practice: 0 to 25 years*
- **Publisher:** Department for Education and Department of Health
- **Link:** [Download the full SEND Code of Practice \(PDF, 292 pages\)](#)

2. Gatsby Benchmarks (Adapted for SEND Learners)

- **Document:** *SEND Gatsby Benchmark Toolkit*
- **Publisher:** Careers & Enterprise Company
- **Link:** [Download the SEND Gatsby Toolkit \(PDF\)](#)
- **Additional Resource:** [Gatsby Benchmarks SEND Overview](#)

3. Careers Strategy (DfE, 2017)

- **Document:** *Careers Strategy: Making the Most of Everyone's Skills and Talents*
- **Publisher:** Department for Education
- **Link:** [Download the Careers Strategy \(PDF\)](#)

4. Education Act 2011 & 1997 (Sections 42A & 42B)

- **Education Act 1997 – Section 42B:**
- [View Section 42B on Legislation.gov.uk](#)
- **Education Act 2011 – Full Text:**
- [View Education Act 2011 Publications](#)

5. Baker Clause (Provider Access Legislation)

- **Document:** *Provider Access Legislation Summary*
- **Publisher:** Amazing Apprenticeships
- **Link:** [Download the Provider Access Legislation Guide \(PDF\)](#)

- **Additional Guidance:** [ASCL Baker Clause Guidance \(PDF\)](#)

6. Matrix Standard for IAG Quality Assurance

- **Document:** *The Matrix Standard Guidance Notes*
- **Publisher:** Department for Education
- **Link:** [View Matrix Standard Guidance Notes](#)
- **Official Site:** matrixstandard.com

7. Preparation for Adulthood Framework (Ages 16–25)

- **Document:** *Preparing for Adulthood Programme Overview*
- **Publisher:** NDTi (National Development Team for Inclusion)
- **Link:** [Visit PfA Programme Page](#)
- **Key Outcomes:** Employment, Independent Living, Good Health, Friends/Community

Reviewed by	Compliance & Quality Assurance Administrator
Reviewed	Annually, before start of a new academic year
Last Review	14/10/2025
Review Date	30/08/2026

Reviewed: Signed: *B Levy*..... Date: 14/10/25

Benjamin Levy

Compliance & Quality Assurance Administrator