

LALEHAM GAP SCHOOL



LGS27 Careers Education Information Advice Guidance (CEIAG) Information Document

Date: January 2026
Next Review: January 2027
Owner: 14+ Lead
Approved by: The Governing Body

Contents:

1. LGS CEIAG Key Information
2. LGS CEIAG Policy
3. LGS CEIAG Programme
4. LGS CEIAG Current State
5. LGS CEIAG Key Stage 4 Scheme of Work
6. LGS CEIAG Strategic Action Plan

1. LGS CEIAG Key Information:

CEIAG is an important aspect of students learning experience as it prepares them to make decisions about their education and their future professional life in the world of work. CEIAG at Laleham Gap School is delivered through Personal Development lessons, tutor time, assembly, dedicated Key Stage 4 Careers lessons and additional activities with partner agencies, local colleges, universities and employers. The careers programme in the school supports the curriculum for Key Stages 3, 4 and 5.

The provision of CEIAG at Laleham Gap School seeks to deliver on the 2018 Department for Education Careers Strategy. We want:

- all pupils to understand the full range of opportunities available to them, to learn from employers about work and the skills that are valued in the workplace and to have first-hand experience of the workplace;
- all pupils to receive a programme of advice and guidance that is delivered by individuals with the right skills and experience;
- all pupils to receive support tailored to their circumstances. With access to face-to-face advice.
- all pupils to receive the information they need to understand the job and career opportunities available, and how their knowledge and skills can help them in considering suitable careers.

The school accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in DfE guidance.

THE 8 GATSBY BENCHMARKS OF GOOD CAREER GUIDANCE

Benchmark:	Summary:
1. A stable careers programme	Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.
2. Learning from careers and labour market information	All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.
3. Addressing the needs of each young person	Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.
4. Linking curriculum learning to careers	As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.
5. Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.
6. Experiences of workplaces	Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This

	should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.
8. Personal guidance	Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.

PRIMARY

Careers learning is cross curricular and therefore included within planning for all topics. Primary pupils visit workplaces linked to some aspects of the curriculum. For example, local restaurants, supermarkets, ice cream parlour etc. Guest providers/visitors are welcomed into school to provide and/or support Careers learning opportunities. Primary pupils take part in nationally recognised Careers events such as National Careers Week.

KEY STAGE 3

Careers learning is cross curricular with all departments offering Careers related learning opportunities. Further specific Careers provision in Key Stage 3 is delivered through Personal Development lessons in collaboration with external agencies and partners. In Year 9 support is also provided by an Independent Impartial Careers Advisor from the Education Business Partnership in the form of face to face meetings. Notes will be completed in their Careers appointment(s), detailing what pupils need to research and what they are initially considering for their Post 16 education or training.

14+ Staff continues to provide additional support to all years, with their career development working closely with the Careers Advisor.

YEAR 10

Careers learning is cross curricular with all departments offering Careers related learning opportunities. Support will be provided for Year 10 pupils choosing their next steps through careers provision within dedicated Careers lessons, links with external agencies and at least two Careers meetings. Meetings will be supported by school staff and the Careers Advisor. Parents and Carers will be invited to join the second of the two meetings supported by 14+ Staff and the Careers advisor will be on hand to support families preparing to inform the Local Authority of their post 16 intended destinations.

14+ Staff and the Careers Advisor will be available at the Year 10 parents evening for additional support.

YEAR 11

Careers learning is cross curricular with all departments offering Careers related learning opportunities. Pupils will receive dedicated Careers lessons and will have the opportunity to complete a work experience placement during the autumn term. Pupils will benefit from a further careers meeting with the Careers Advisor.

14+ Staff and the Careers Advisor will be available at the Year 11 parents evening for additional support if necessary.

YEAR 12 and 13

All aspects of the Year 12 and 13 provision are personalised to the individual. Where appropriate pupils will have the opportunity to complete further work experience placements, careers meetings and Careers Education, Information, Advice and Guidance will be delivered through Personal Development lessons. Where appropriate some pupils may undertake school to college link programmes, Supported Internships or other forms of training.

EXTERNAL AGENCIES AND PARTNERS

Careers Education, Information, Advice and Guidance is delivered in collaboration with external agencies and partners such as The Education Business Partnership, Department for Work and Pensions, Morrisby, The Education People, Collaborative Learning Alliance of Special Schools and the Kent and Medway Careers Hub. The school also has close links with local Colleges who provide school to college link programmes during Key Stage 4 and 5 to support young people with acclimatisation, decision making and transition.

AFTER LALEHAM GAP SCHOOL

The school will support the Local Authority by tracking pupils for two years after the end of Key Stage 4. In most cases this will be done by contacting the pupils new post 16 provider however in some cases a member of school staff may contact parents to discuss.

WHO IS INVOLVED?

The Careers Leader at Laleham Gap School is Mr Parkin, who works with the Senior Leadership Team and school staff in the planning and delivery of a careers programme, which includes advice for pupils as well as employer engagement and support.

Pupils at Laleham Gap School are also supported in their “Career Guidance” by an Independent Impartial Careers Advisor.

If you have any queries please contact Mr Parkin
secretary@lgs.kent.sch.uk
01843 570598

2. LGS CEIAG Policy

Contents

- 1.0 School Vision
- 2.0 Policy Scope
- 3.0 Objectives
- 4.0 School Responsibilities
- 5.0 Governor Responsibilities
- 6.0 Provider Access
- 7.0 Monitoring, Evaluation and Review

Linked Documents

‘Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff’. DFE, January 2018

Adopted by the Governing Body: January 2026

Review Period: Annually

Review Date: January 2027

1.0 School Vision

Laleham Gap School seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school.

The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

2.0 Policy Scope

This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three, Four and Five.

The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.

The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff' (DfE, January 2018 – updated and released 1st Sept 2022).

This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance.

This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.

This policy refers to events and opportunities in all years and these events will impact upon all students at the school.

All members of staff at Laleham Gap School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Leader.

It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

3.0 Objectives:

The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- To ensure that all students at the school receive a stable and progressive careers programme
- To enable all students to learn from information provided by the career and labour market
- The CEIAG programme should be individual and address the needs of each student
- To link the curriculum learning to careers learning
- To provide students with a series of encounters with employers and employees
- To provide students with experiences of workplace(s)
- To ensure that students have a series of encounters with further and higher education
- To provide each student with the opportunity to receive personal guidance

4.0 School Responsibilities

The school has a series of statutory duties:

- All registered pupils at the school must receive independent careers advice in Years 9 to 13
- This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- This advice must cover a range of education or training options
- This guidance must be in the best interests of the pupil
- There must be an opportunity for education and training providers to access pupils in order to inform them about approved technical qualifications or apprenticeships.
- school must have a clear policy setting out the manner in which providers will be given access to pupils. This policy and these arrangements must be published
- The school will base its careers provision around the Gatsby Benchmarks.

Laleham Gap School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (eg.School Improvement Partner or Ofsted)

5.0 Governor Responsibilities

The governing body will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

- based on the eight Gatsby Benchmarks
- meeting the school's legal requirements

The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access all relevant pupils.

There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

6.0 Provider Access

Introduction - This section of the policy sets out the school's arrangements for managing the access of providers to pupils at 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.

All pupils in years 8-13 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 information, 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) and two encounters for pupils during the 'second key phase' (year 10 to 11). For pupils in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.

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.

Management of provider access requests procedure

A provider wishing to request access should contact Mr Parkin

secretary@lgs.kent.sch.uk

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. This can take the form of assemblies, lesson visits or special events throughout the year. Please speak to our Careers Leader to identify the most suitable opportunity for you.

Premises and facilities

The school will endeavour to provide classrooms or private meeting rooms available for discussions between the provider and students, 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. Providers are welcome to leave a copy of their prospectus or other relevant course literature for the Careers Library, which is managed by the Careers Lead and is found in the Career Lead's office.

7.0 Monitoring, Evaluation and Review

The Headteacher will ensure that:

- the work of the Careers Advisor is supported and monitored
- a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

The effectiveness of this policy will be measured in a variety of ways:

- Feedback from stakeholders through mechanisms such as stakeholder questionnaires
- Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;
- the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.
- The governors of Laleham Gap School will review this policy annually.

3. LGS CEIAG Programme

Key Stage 3				
Year Group	CEAIG Activity	Term	Partners	Gatsby Benchmarks
Year 7	Careers education unit in Personal Development – Why do we come to school?	Term 5/6	Department for Work and Pension	GB2, GB3, GB5
	Pupils (assembly) and parents (letter) introduced to the Careers Programme.	Term 1		GB1
	All teachers link curriculum learning with subject specific careers.	Term 1-6		GB4
	Access to Morrisby Career Platform.	Term 1-6		GB2, GB3, GB4, GB5
	Employer visit/school trip – subject specific	Dependent on subject area	Variety	GB4, GB5, GB6
Year 8	Careers education unit in Personal Development – What are my skills?	Term 5/6	Department for Work and Pension	GB2, GB3, GB5
	Pupils (assembly) informed of Careers Programme activities for the year.	Term 1		GB1
	All teachers link curriculum learning with subject specific careers.	Term 1-6		GB4
	Access to Morrisby Career Platform.	Term 1-6		GB2, GB3, GB4, GB5
	Employer visit/school trip – subject specific	Dependent on subject area	Variety	GB4, GB5, GB6
Year 9	Careers education unit in Personal Development – Digital Footprint	Term 5/6	Department for Work and Pension	GB2, GB3, GB5
	Pupils (assembly) informed of Careers Programme activities for the year.	Term 1		GB1
	All teachers link curriculum learning with subject specific careers.	Term 1-6		GB4
	Access to Morrisby Career Platform.	Term 1-6		GB2, GB3, GB4, GB5

	Targeted 1:1 Careers guidance meetings with impartial career advisor.	Term 4	Education Business Partnership	GB8
	Targeted support with understanding and choosing Options.	Term 4		GB3
	Employer visit/school trip – subject specific	Dependent on subject area	Variety	GB4, GB5, GB6
Key Stage 4				
Year 10	Discrete Careers lessons	Term 1-6	Department for Work and Pension, Education Business Partnership, The Education People, CXK	GB1, GB2, GB3, GB5, GB6, GB7, GB8
	Pupils (assembly) informed of Careers Programme activities for the year.	Term 1		GB1
	All teachers link curriculum learning with subject specific careers.	Term 1-6		GB4
	Access to Morrisby Career Platform.	Term 1-6		GB2, GB3, GB4, GB5
	Targeted 1:1 impartial Careers guidance meetings.	Term 1	Education Business Partnership	GB8
	Targeted 1:1 Careers guidance meetings with impartial career advisor, 14+ Lead, parents/carers and any other relevant stakeholders.	Term 3	Education Business Partnership	GB8
	Work Experience Preparation	Term 4, 5 and 6	Education Business Partnership	GB6
	Careers advisor, post 16 FE representatives, alternative/specialist providers representatives, and KCC Independent Travel Training representatives invited to attend parents evening	Term 3	Education Business Partnership, East Kent College Group Representatives, KCC Independent Travel Training Representatives	GB7, GB8
	College Link Course Option	Terms 1-6	East Kent College Group	GB7
	Visits to Further Education providers	Term 2	East Kent College Group	GB7
	Employer visit/school trip – subject specific	Dependent on subject area		GB4, GB5, GB6
Year 11	Discrete Careers lessons	Term 1-6	Department for Work and Pension, Education Business Partnership, The Education People, CXK	GB1, GB2, GB3, GB5, GB6, GB7, GB8
	Pupils (assembly) informed of Careers Programme activities for the year.	Term 1		GB1
	All teachers link curriculum learning with subject specific careers.	Term 1-6		GB4
	Access to Morrisby Career Platform.	Term 1-6		GB2, GB3, GB4, GB5
	Work Experience Placements	Term 1	Education Business Partnership	GB6
	Targeted 1:1 impartial Careers guidance meetings.	Term 2	Education Business Partnership	GB8

	Careers advisor, post 16 FE representatives and KCC Independent Travel Training representatives invited to attend parents evening	Term 2	Education Business Partnership, East Kent College Group Representatives, KCC Independent Travel Training Representatives	GB7, GB8
	College Link Course Option	Terms 1-6	East Kent College Group	GB7
	Visits to and transition activities with Further Education providers	Term 3 onwards	East Kent College Group	GB7
	Employer visit/school trip – subject specific	Dependent on subject area		GB4, GB5, GB6
Post 16				
Year 12+13	Supported Internships in line with bespoke provision	Terms 1-6	Kent Support Employment	GB5, GB6, GB7
	Pupils (assembly) informed of Careers Programme activities for the year.	Term 1		GB1
	All teachers link curriculum learning with subject specific careers.	Term 1-6		GB4
	Access to Morrisby Career Platform.	Term 1-6		GB2, GB3, GB4, GB5
	Work Experience Placements	Term 1-6	Education Business Partnership	GB6
	Targeted 1:1 impartial Careers guidance meetings.	Term 1	Education Business Partnership	GB8
	Visits to and transition activities with Further Education providers	Term 1-6	East Kent College Group	GB7
	Employer visit/school trip – subject specific	Dependent on subject area		GB4, GB5, GB6

LGS CEIAG Programme Partners



Education Business
Partnership **Kent**



Department
for Work &
Pensions

THE EDUCATION
PEOPLE



Kent
Supported
Employment



Morrisby

4.LGS CEIAG Current State

Staffing includes one full time member of staff who has overall responsibility as Careers Leader for the school (14+ Lead) and they benefit from the support of the 14+ Transition Liaison who works collaboratively with Post 16 onward destinations to support successful transitions. SLT fully support the development of CEIAG at Laleham Gap School which aims to raise the aspirations of ALL students.

NEET Data

Destination	2023 (as of July 2025)	2024 (as of July 2025)	2025 (as of November 2025)
NEET	13.8%	0%	0%
Further Education College	44.8%	53.8%	48.3%
Mainstream 6th Form	10.3%	11.5%	0%
Other specialist provision	6.9%	3.8%	3.4%
Laleham Gap Post 16	17.2%	19.2%	48.3%
Training Provider	0%	11.5%	0%
Employed	0%	0%	0%
Unknown	6.9%	0%	0%

Destination Data (at the point at which they left)

Destination	2023	2024	2025
NEET	0.0%	0.0%	0.0%
Further Education College	44.8%	39.2%	48.3%
Mainstream 6th Form	0.0%	7.1%	0%
Other specialist provision	10.3%	3.5%	3.4%
Laleham Gap Post 16	37.9%	50%	48.3%
Training Provider	6.9%	0%	0%

Gatsby Benchmark Progress (2024 - 2025)

Benchmark	Nov 24 %	Mar 25 %	July 25 %	National %
1. A stable careers programme	76%	82%	82%	69%
2. Learning from careers and labour market information	100%	100%	100%	85%
3. Addressing the needs of each young person	100%	100%	100%	62%
4. Linking curriculum learning to careers	100%	100%	100%	82%

5. Encounters with employers and employees	100%	100%	100%	87%
6. Experiences of workplaces	100%	100%	100%	74%
7. Encounters with further and higher education	100%	100%	100%	60%
8. Personal guidance	100%	100%	100%	77%

Gatsby Benchmark Progress (End of academic year 2024-2025)

Benchmark	%	Areas to be addressed (see Action Plan)
1. A stable careers programme	82%	Systematic process for acquiring feedback required Further strategic Careers Leadership training for Careers Lead
2. Learning from careers and labour market information	100%	Further develop impact evaluation
3. Addressing the needs of each young person	100%	Further develop systematic records of pupil's experiences and make more accessible to pupils and families
4. Linking curriculum learning to careers	100%	Further promotion of whole school responsibility in approach to Careers.
5. Encounters with employers and employees	100%	Develop systems to evaluate encounters
6. Experiences of workplaces	100%	Further develop network of employers and community-based settings
7. Encounters with further and higher education	100%	Further develop links with HE Further develop PAL Compliance encounters
8. Personal guidance	100%	Further develop impact evaluation

