



## Careers Education, Information, Advice and Guidance (CEIAG) Policy

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## 1 Statement of Intent

At Cann Bridge School, our Careers Education, Information, Advice and Guidance (CEIAG) programme is an integral part of our curriculum offer, designed to equip every learner with the knowledge, skills, and experiences they need to make informed decisions about their futures.

We are committed to providing a high-quality, meaningful, and developmental careers programme that is tailored to the individual needs of our learners. This programme enables learners from Year 7 through to Year 14 to explore a wide range of education, employment, and training opportunities, including technical education and apprenticeships. It is enriched with real-world learning and underpinned by a progressive structure that supports learners as they prepare for adulthood.

Our CEIAG curriculum:

- Ensures learners, parents, carers, and teachers have access to accurate and up-to-date information about careers, pathways, and opportunities.
- Embeds the Gatsby Benchmarks throughout the careers programme, aligning with the statutory guidance from the Department for Education.
- Provides regular and meaningful encounters with employers, employees, and workplace environments, fostering aspiration and broadening learners' understanding of the world of work.
- Facilitates encounters with a range of post-16 and post-18 providers, supporting informed and aspirational transition planning.
- Supports all learners to progress to a sustained, positive destination that is right for them, recognising and celebrating diverse pathways including supported internships, further education, employment, or social care provision.
- Meets the school's legal duty to ensure access for a range of education and training providers, in accordance with the Provider Access Legislation, ensuring learners are informed of all available options.

Through a carefully planned, learner-centred approach, Cann Bridge School aims to empower each individual to achieve their potential and take confident steps towards adulthood and independence.

### **1.1 Policy Scope**

This policy covers Careers Education, Information, Advice and Guidance given to learners in Key Stages 3 to 5. However, early careers education starts from EYFS and threaded through our Pathways to Independent Curriculum Offer.

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).

This policy incorporated the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in **Appendix 1** of this policy. This policy covers the legal duty of schools to ensure that a range of education and training providers can access Learners in Year 7 to Year 14 for the purpose of informing them about approved technical education qualifications or apprenticeships.

This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all learners at the school.

All members of staff at Cann Bridge School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of learners; CEIAG is not the sole responsibility of the Careers Advisor (delivered by the Careers Plymouth) or Careers Leader.

## **2 Implementation**

### **2.1 School Responsibilities**

The school has a series of statutory duties:

- All registered learners at the school must receive independent careers advice in Years 7 to 14
- 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 Learner
- There must be an opportunity for education and training providers to access Learners in Year 7 – Year 14 in order to inform them about approved technical qualifications or apprenticeships.
- The school must have a clear policy setting out the manner in which providers will be given access to learners.
- This policy and these arrangements must be published

### **2.2 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.

The governing body 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 Learners in Years 7 – 14.

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

### **2.3 Provider Access**

This section of the policy sets out the school's arrangements for managing the access of providers to Learners 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 Learners in years 7-14 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
- 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
- understand how to make applications for the full range of academic and technical courses
- Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to Learners and/or parents to inform them about further opportunities
- The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

### **2.4 Impartial Careers, Information, Advice and Guidance**

The school has a named Careers Advisor who provides impartial Information, Advice and Guidance and works for the Careers Plymouth.

From Year 9 onwards, the advisor will work with family and learners to develop a careers action plan to start consider options post-16 and post-19, ensuring learners and their families are well prepared for their next steps. The careers advisor is invited to parents' evenings to meet learners and their parent/carers and give advice. The school supports the process by facilitating meetings and ensuring a member of staff attend if requested.

Meetings often happen around the time of learners' year 9, year 11 and year 13 EHCP reviews. Families will know how to get in touch with the Careers Plymouth Careers Advisor to ensure they are able to raise questions around the process. Learners and families will be advised and consulted to identify an appropriate FE placement. Where appropriate, the Careers Advisor will complete the options appraisal paperwork with input from the learner and those who support them and submit to the Local Authority requesting a place for the following September.

Cann Bridge School believe that good CEIAG connects learning to the future. It motivates learners by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens learners' horizons, challenges stereotypes and raises aspirations. It provides learners 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.

### **2.5 Transitioning-Out Guidance**

The school has developed a comprehensive guide to opportunities Post-16 and Post-18 in the local area and to help learners and their families navigate life after school. This is available on our website and in our Careers Hub.

## 2.6 We Cann Do Enterprise, Work Related Learning and Work Experience

At Cann Bridge School, Work-Related Learning is a cornerstone of our Careers Programme. We believe that equipping learners with practical skills and real-world experiences is essential for their future success, whether in employment, further education, or supported living.

Our approach is progressive and aspirational. Learners begin with classroom-based responsibilities—such as monitoring stationery, tidying, serving snacks, or watering plants—before taking on wider roles across the school. These include providing administrative support or working as part of a team to produce and sell items for seasonal events.

In Years 12 and 13, learners are supported to access voluntary work experience placements and community-based volunteering, where appropriate. We have strong partnerships with local organisations including a respite centre, food bank, and community farm. These placements offer diverse, real-world environments where learners can develop key skills such as teamwork, following instructions, and completing tasks to a defined standard. Each placement is carefully matched to the learner's needs and interests to ensure it is meaningful and accessible.

Enterprise is a long-standing tradition at Cann Bridge through our We Cann Do Enterprise programme. Learners apply their English, Maths, and digital skills in real-life contexts by creating and selling handmade crafts, baked goods, or services at school events and local markets. They learn about sourcing materials, setting prices, marketing, and customer service. This hands-on approach not only builds transferable skills but also strengthens community links and raises the profile of what our learners can do. All profits are reinvested into the programme, ensuring sustainability and the opportunity to expand into new, learner-led projects.

Throughout their time at Cann Bridge, learners are encouraged to reflect on their experiences and maintain a vocational profile to track progress and celebrate achievements. Work-Related Learning supports the development of core employability skills such as communication, independence, confidence, and teamwork. We are committed to ensuring that every learner leaves with meaningful, individualised experiences that prepare them for the next stage of their journey—whether that's paid employment, an apprenticeship, supported internship, or further education.

We Cann Do Enterprise and Work-Related Learning Opportunities	
Key Stage 4	Key Stage 5
<ul style="list-style-type: none"><li>• <b>Snack Box</b> – Preparing and selling hot snacks to staff</li><li>• <b>We Cann Do Enterprise: Retail</b> – Designing and making items to sell</li><li>• <b>We Cann Do Enterprise: Horticulture</b> – Planning and delivering garden projects for profit</li><li>• <b>Car Wash</b> – Weekly car washing enterprise</li><li>• <b>School-Based Work Experience</b></li></ul>	<ul style="list-style-type: none"><li>• <b>School Café</b> – Providing a café experience for the whole school</li><li>• <b>Family Café</b> – Hosting a café for parents and carers</li><li>• <b>Lunch Box</b> – Selling pre-ordered lunches to staff</li><li>• <b>Community-Based Work Experience</b></li></ul>

## 2.7 Careers Long-Term Programme

Cann Bridge has developed a rolling programme that outlines curriculum content to ensure learning is mapped and progression in the acquisition of skills and knowledge is clearly demonstrated. From EYFS to Key Stage 3, careers education is not taught as a discrete subject but is instead embedded within curriculum areas, forming a strong foundation for more explicit careers teaching in later years. This intent is reflected in the school's long-term curriculum plan, particularly under PSHE.

The rolling programme clearly defines the learning intent, and its content has been developed using the Career Development Institute (CDI) learning areas framework. Careers education is delivered primarily through the planned PSHE curriculum, ensuring structured coverage, particularly in the lower school. Discrete careers lessons are introduced from Key Stage 4 onwards.

In EYFS and Key Stage 1, pupils are encouraged to help others and develop teamwork, kindness, and cooperation through everyday activities such as sharing resources and participating in whole-school assemblies that focus on these values. They explore different job roles through role-play, themed activities, and off-site visits, helping to connect classroom learning to the wider world. Pupils also begin to develop an understanding of their immediate environment and the roles within it, using and hearing the language associated with various occupations. Learning at this stage is hands-on, with an emphasis on practical experiences and adult modelling. Fine motor skills are developed through structured activities, and early financial awareness is introduced through token exchange systems.

In Key Stages 2 and 3, pupils continue to develop responsibility by helping to tidy shared spaces and support their peers. Teamwork is further embedded through activities such as charity fundraising and contributions to food bank collections. Whole-school assemblies reinforce values such as cooperation, and achievements are celebrated through awards like Star of the Week and the Proper Job Cup. Pupils take part in simulated real-world scenarios to explore job roles and apply classroom learning in practical ways. Community interactions, including visits from emergency services, help to broaden their horizons and raise aspirations. Targeted sessions such as Attention Activities and Playworx enhance pupils' communication skills.

The curriculum integrates careers learning with the development of skills linked to seven potential job roles, fostering growing awareness of the value of money through token exchange systems and class rewards. This structured and progressive approach ensures that all learners make meaningful progress in their understanding of work, responsibility, and financial literacy from the earliest stages.

## **2.8 Accreditation Offer**

We have developed an accreditation offer to ensure that all pupils achieve nationally recognised qualifications, evidencing their development of skills and knowledge in preparation for adulthood.

In Key Stage 4, learners will have their achievements accredited through the NOCN qualification in Independent Living. These modules cover a broad range of practical life skills and support our strong ethos of enabling learners to become as independent as possible in their adult lives.

In Key Stage 5, learners will work towards the NOCN qualification in Using Employability Skills. This award is accessible from Entry Level 1 upwards, and learners will be entered for the qualification in Year 13 in line with their individual achievements.

All subject-specific learners working at or above Entry Level 1 will also work towards NOCN English and Maths Skills Awards. Learners who are still working at pre-entry level, as identified through the school's assessment framework, will continue to be supported to make progress within their capabilities. This progress will be evidenced through their EHCP outcomes, Personalised Learning Goals (PLGs), and achievements recorded in the Connecting Steps assessment tool.

## **2.9 National Careers Day (part of National Careers Week)**

Cann Bridge School participates annually in National Careers Week. This allows us to raise the profile of our careers commitment and highlight the high aspirations we hold for our learners. The event aims to improve engagement with parents and carers, raising their awareness of careers as an area of learning, and encourages them to develop curiosity with regard to the options for their child in the future. This is a great opportunity for our learners to focus on their future, hearing and using the

language they have learned about careers and their future and take time to focus on the world of work and employment.

### **2.10 Careers Hub**

We have a range of career specific reading books and resources available which are stored in our Careers Hub which is located in the schools main meeting room. The Careers Hub is maintained by our Careers Leader. This also includes careers literature we receive from local organisation and services which learners, parent carers and staff can access providing information on courses, open days and careers fairs to help inform the decision-making process

The school website has a dedicated careers page providing useful links and resources for learners, parents and staff including links to the Plymouth Local Offer, National Careers Service and more.

### **2.11 College Visits and Tasters**

Those identified as leaving in Year 11 and most learners in Post Bridge College attend and engage in a College Link Programme at a local FE college which is part of our extended transition programme, preparing learners for life after school, whilst developing new skills, knowledge and experience being in a new setting. Once learners have had their options appraisal submitted to the Local Authority, and a new placement has been identified, there is a bespoke plan created to ensure a robust transition.

For some learners, a more extended transition is deemed appropriate. The school actively supports this by facilitating a positive transition plan and ensuring the seamless continuation of the placement. Strategies may include weekly visits during the final year at Cann Bridge or a block placement to familiarise the learner with the new support staff team. In such cases, a personalised package is crafted to address the unique needs of the individual learner, in agreement with the learner, the new provider and the learner's family.

To further facilitate informed decisions, learners are encouraged to attend taster days and sessions. Collaborating with local providers, we aim to provide learners with a minimum of three visits, allowing ample opportunity to form and communicate their preferences. Our goal is to empower learners in making choices that align with their aspirations and contribute to a successful transition

## **4 Impact**

Learners, parents and carers are aware of various career paths available to them, including information about different industries and job roles allow learners to make informed decisions about their future paths including further education, training, employment, supported internships.

Learners have developed essential skills and knowledge such as communication, teamwork, problem-solving, and critical thinking. Preparing learners effectively for their future opportunities and next steps. Learners are knowledgeable about various career options and have developed relevant skills, empowering them to pursue their goals.

With learners and their families having clear understanding of their future interests and goals, learners are better equipped to make transitions to further education or next step.

By laying a strong foundation of career awareness, skills development, and confidence-building activities, the Cann Bridges Careers Programme sets learners on a path toward success.

## **5 Safeguarding and Welfare Procedures**

Safeguarding and welfare procedures are outlined in the school's child protection and safeguarding policy. In addition to these there are clear procedures for SEN learners during work experience and college visits including bespoke support plans, along with regular risk assessments and clear



communication with caregivers to ensure a safe and inclusive experience. Staff members will be allocated to oversee the implementation of any work-related learning provision, commonly the class teacher, providing necessary support to promote the well-being and accessibility of all participants.

## **6 Monitoring Arrangements**

The strategy will be monitored by the Careers Leader to ensure the activities planned are implemented through a range of monitoring and evaluation practices are used throughout. Some of these include;

### **Monitoring**

- Careers Plymouth IAG Action Plans
- Work experience placements
- Monitor transitions plans
- B Squared & Evisense
- Careers focused learning walks
- Ensuring all areas of the careers programme are implemented

### **Evaluation**

- Destination data
- Careers Fair attendance and feedback
- Work experience learner and employer evaluations
- Stakeholder feedback including learners, parent carers, teachers and employers
- National Careers Week Evaluation
- Gatsby Benchmark – Compass Tools
- Staff training records and evaluations

The Governors of Cann Bridge School will review this policy every three years.

## **7 Linked policies**

- Pathways to Independence Curriculum Policy
- Early Years Foundation Stage (EYFS) Policy
- EYFS Curriculum Offer
- 14-19 Policy
- PSHE Policy
- Work Related Learning Policy
- Accreditation & Qualification Policy
- Transitions Booklet

## **8 Linked Documents**

- Work Related Learning skills progression guidance
- Work Skills Profiles template
- Provider Access Protocol

## Appendix 1 The Gatsby Benchmarks

<b>1. A stable careers programme</b>	Every school and college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, governors and employers.	Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. The careers programme should be published on the school's website in a way that enables Learners, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from Learners, parents, teachers and employers as part of the evaluation process.
<b>2. Learning from career and labour market information</b>	Every learner, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	By the age of 14, all Learners should have accessed and used information about career paths and the labour market to inform their own decisions on study options. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
<b>3. Addressing the needs of each learner</b>	Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A school's careers programme should embed equality and diversity considerations throughout.	A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each Learner, and subsequent agreed decisions. All Learners should have access to these records to support their career development. Schools should collect and maintain accurate data for each Learner on their education, training or employment destinations.
<b>4. Linking curriculum learning to careers</b>	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	By the age of 14, every Learner should have had the opportunity to learn how the different STEM subjects

		help people to gain entry to, and be more effective workers within, a wide range of careers.
<b>5.Encounters with employers and employees</b>	Every learner 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 activities including visiting speakers, mentoring and enterprise schemes.	<p>Every year, from the age of 11, Learners should participate in at least one meaningful encounter* with an employer.</p> <p>*A 'meaningful encounter' is one in which the learner has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
<b>6.Experiences of workplaces</b>	Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<p>By the age of 16, every Learner should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>By the age of 18, every Learner should have had one further such experience, additional to any part-time jobs they may have.</p>
<b>7.Encounters with further and higher education</b>	All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<p>By the age of 16, every Learner should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and Learners.</p> <p>By the age of 18, all Learners who are considering applying for university should have had at least two visits to universities to meet staff and Learners.</p> <p>*A 'meaningful encounter' is one in which the learner has an opportunity to explore what it is like to learn in that environment.</p>
<b>8.Personal guidance</b>	Every learner should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	Every Learner should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

## Appendix 2 Cann Bridge School Careers Progression Framework

Key Stage	Year	Autumn		Spring		Summer	
EYFS		Careers is included in the Early Years Foundation Stage provision across the seven areas of learning. Learning opportunities are created to ensure that the language of careers and the skills that form the foundation for careers learning and progression are embedded in these early years. Learners especially benefit from learning about people who help them, earning, in the form of rewarding exchange, skills development, being helpful in real-life situations and participating in role play.					
KS1	1	Find out about different types of job	Know about jobs that people around them do	Recognise that they and other people like to choose the work they do	Be able to say what their needs are	Recognise how they can help keep themselves safe at school	Identify people doing different jobs in stories
KS1	2	Be able to be understood when requesting help	Investigate similarities and differences between uniform and clothing worn for work	Identify a goal or target they are working towards	Be able to make a positive contribution in group play or team work	Understand money as a form of positive exchange	Know some jobs that require the use of technology
KS2	1	Respect the differences between people	Say or show what tasks they like best, better and like least	Recognise own achievement when they have learnt something new	Respond positively to trusted adults who can help them identify their needs	Tell someone about a job or task they are doing	Identify the technology used in some jobs
KS2	2	Understand the different jobs that people can have	find out about the skills needed to do a caring job	Follow a step-by-step plan to enable them to achieve	Know that police, fire and ambulance services keep us safe (visit from or to services)	Identify that charities help people	Know jobs done by older family members
KS2	3	Accept help when needed to complete a task	express their personal interests	Understand it is ok to make mistakes	Take turns in small group	recognise what they can do to keep themselves and others safe at school	Understand what we are good at
KS2	4	Willingly take on challenges that help them to grow	explore different uniforms	Celebrate the success of others	Take leader and follower roles in play situations	know and use the language money, spend/spent, gone	Know vocational jobs they regularly come into contact with
KS3	1	Understand the help available and how to access it	know that many jobs require learning, skills	Know what is meant by the term career and explore the steps that	Communicate and understand the	Explain the commitments of working and things you	Identify who or what is helped by people in certain jobs eg nursery

			and minimum qualifications	may help them to get started	difference between wants and needs	may do in your time outside of work	worker, shop worker, recycling centre worker
<b>KS3</b>	<b>2</b>	Prepare for adulthood and explore the jobs available to us	Be aware of the main learning pathways (e.g. university, college and apprenticeships) available to them	Consider the rewards and challenges of different types of jobs  <i>January parents' information evening, learners to be signposted to internal event inviting local education providers</i>	Understand some of the benefits and challenges of both employment and of being self-employed	Know your rights and responsibilities in the workplace and in society  <i>Learners to be supported to access online information about local colleges</i>	Be made aware of jobs that support the protection of the environment
<b>KS4</b>	<b>1</b>	Understand how to respond positively to help, support and feedback  <i>Preparing for Adulthood outcomes created in Year 9 EHCP review meeting and reviewed annually</i>	Consider what jobs and roles they find interesting	Ask others about their careers at home, in school and visitors to the school  <i>Year 9 meeting with careers adviser</i>	Know what an opinion is and be able to tell yours to somebody else	Experience strategies for coping with anxiety and identify preferences, eg yoga or mindfulness	Identify different jobs that they see in the media, eg in the news or in tv programmes
<b>KS4</b>	<b>2</b>	Set themselves challenge and show pride in achievement  <i>Learners to experience in-house work experience and develop knowledge and skills to complete job roles, or parts of a job role</i>	Identify P16 education providers in the local area	Make plans and brainstorm some ideas about personal future next steps	Identify what are skills that can be learned and what are personal qualities	Become aware of what costs there are to being an adult, eg rent or bills, food shopping etc  <i>Learners to be supported to access online information about local colleges</i>	Identify the technology used in some jobs
<b>KS4</b>	<b>3</b>	Understand what is meant by the word <i>values</i> , know their own	Match skills and learning requirements to job roles	Identify what a setback is, and reflect on how they do/ can deal with	Experience being part of a team to undertake a task and leading a team to do a task	Recognise the role that they play in their family and community,	Know some jobs that require the use of technology

		values be accepting of the values of others  <i>Meetings with careers adviser Post 16 applications</i>		and learn from challenges and setbacks  <i>Attend City College Plymouth visit Post-16 interviews</i>		consider future roles they may play eg partner or parent <i>Confirmation of post-16 education and training destinations for all pupils</i>	
<b>KS5</b>	<b>1</b>	Make Career Choices (NOCN)  <i>Attend a jobs fair to gain information about local Further Education colleges Volunteering experience at Poole Farm (weekly)</i>	actively research workplaces, job descriptors and workplace expectations	Manage confidence and build self-esteem (NOCN)  <i>Transition 3 days at City College, Plymouth Volunteering experience at Poole Farm (weekly)</i>	What are the qualities of a leader or role model?	How to plan finances and personal budgets  <i>Technical/vocational tasters at local college/s, training providers Volunteering experience at Poole Farm (weekly) Taster visits to local, suitable social care providers: Dove Project, iGrow, Routeways, Daisy Chains, eLiveate</i>	Preparing for and taking part in an interview
<b>KS5</b>	<b>2</b>	Planning next steps in learning and work, making choices about P18 providers  <i>WRL opportunities in coffee shop, online shop Volunteering experience at Poole Farm (weekly)</i>	Look and act the part at work (NOCN)  <i>Transition 3 days at City College, Plymouth</i>	Understand respectful relationships in the workplace and how to deal with problems at work (NOCN)	Understand health and safety procedures in the workplace	Know my rights and responsibilities	Identify accessible information sources

## Appendix 3 Cann Bridge School Provider Access Policy

### 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.

### Learner entitlement

All learners 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 learners of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for learners in Years 8/9 and two encounters for learners in Years 10/11. For learners in Years 12/13, 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 learners 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 learners from the provider)
- answer questions from learners

### Meaningful provider encounters

One encounter is defined as one meeting/session between learners and one provider. We are committed to providing meaningful encounters to all learners using the [Making it meaningful checklist](https://resources.careersandenterprise.co.uk/resources/making-it-meaningful-benchmark-7) <https://resources.careersandenterprise.co.uk/resources/making-it-meaningful-benchmark-7> – available online or in KS4/5 Careers folder on school network.

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

### Previous providers

In previous years we have visited the following providers from the local area to explore their offer:

- City College Plymouth
- Oakwood Court Torpoint
- Lifeworks, Dartington
- Duchy College, Stoke Climsland
- Foxes Academy, Minehead

**Destinations of our learners**

Details of our destination of our leavers are published annually on our website.

**Management of provider access requests**

A provider wishing to request access should contact:

Jennie Ferrett, Assistant Headteacher 14 to 19

A: Cann Bridge School, Eden Valley Gardens, Plymouth, PL6 8EE

E: [jferrett@cannbridge.co.uk](mailto:jferrett@cannbridge.co.uk)

T: 01752 207909

W: [www.cannbridgeschool.co.uk](http://www.cannbridgeschool.co.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 learners or their parents or carers. We will offer learners, parents and carers bespoke opportunities to visit providers and support taster events.

Please speak to our Careers Leader to identify the most suitable opportunity for you.

**Premises and facilities**

The school will make suitable rooms available for discussions between the provider and learners, 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 learners.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Leader so that they can be displayed and shared in the Careers Hub.

**Complaints:**

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via [provideraccess@careersandenterprise.co.uk](mailto:provideraccess@careersandenterprise.co.uk)