



Employability Statement

Aligned to CDI Framework & Gatsby Benchmarks

Woolston 6th Form College is the post-16 provision of Fox Wood School. This Careers Education, Information, Advice and Guidance (CEIAG) programme aligns with the CDI Framework and Gatsby Benchmarks, adapted for SEND learners as outlined in Fox Wood's Careers Curriculum.

Curriculum Intent

At key stage 5, careers learning becomes adult-focused and centred on preparation for adulthood. Students develop identity, independence, an understanding of job roles and community services, and skills for life, work and decision-making. This builds on Key stage 3 and 4 careers provision. The College careers programme is further underpinned by the Equalax Careers Framework, a nationally recognised progression framework for meaningful work-related learning. Equalax provides a structured set of progressive learning outcomes and learner-level objectives, enabling careers learning to be planned, delivered and evaluated in a way that is accessible, measurable and appropriate for SEND learners

CDI Framework Mapping

This section outlines how our college aligns its careers provision with the Career Development Institute (CDI) Framework, with specific interpretation for students with Special Educational Needs and Disabilities (SEND). The framework is embedded across the curriculum, pastoral systems, and enrichment activities to ensure all pupils can access high-quality, meaningful career learning. Delivery of the CDI Framework (Grow, Explore, Manage) is supported through the Equalax Careers Framework, which provides clearly defined learning outcomes across three progressive stages: Introduce & Inspire, Investigate & Explore, and Apply & Demonstrate. This ensures that careers learning moves beyond exposure to structured skill development and meaningful application over time.

Equalax	CDI Area	SEND Interpretation for KS5 SEND Students
Introduce & Inspire	Grow throughout life	Identity, strengths, independence, self-advocacy
Investigate & Explore	Explore possibilities	Job roles, adult services, community pathways
Apply & Demonstrate	Manage career	Transition planning, decision-making, preparation for adulthood

Gatsby Benchmark Mapping

At Woolston College, we align our careers provision with the Gatsby Benchmarks, ensuring accessibility and relevance for all our students, who have, Special Educational Needs and Disabilities (SEND). Provision is adapted to meet diverse communication, sensory and cognitive needs, with a focus on preparation for adulthood and personalised pathways.

The Equalax Careers Framework supports the delivery and evaluation of Gatsby Benchmarks, particularly Benchmark 6, by defining what constitutes a meaningful experience of the workplace and by providing learner-level objectives to evidence impact at an individual level

Gatsby Benchmark	How It Is Met
1 Stable programme	Weekly lessons, personalised CEIAG, transition planning, LTP
2 LMI	Simplified LMI, visual local opportunities, visits
3 Addressing needs	Pathway-differentiated curriculum + EHCP links
4 Curriculum links	Life skills, functional literacy, vocational tasks
5 Employer encounters	On-site visits, guest speakers, supported interactions
6 Experiences of work	Internal + external placements linked to pathways
7 FE/HE encounters	College tasters, provider visits, transition events
8 Personal guidance	1:1 careers guidance for all KS5 students in Year 13.

Pathway-Specific Learning Outcomes

The careers programme is differentiated across pathways to ensure meaningful, developmentally appropriate progression for all learners. Outcomes are aligned with the CDI Framework and Preparation for Adulthood themes. Each pathway builds skills in growing throughout life, exploring possibilities, and managing career and transitions. Across all pathways, pathway-specific careers outcomes are informed by the Equalax learner-level objectives, ensuring progression is personalised, inclusive and appropriate to each student's starting point, communication style and preparation-for-adulthood goals

Communication & Choice Pathway

Focus: Sensory engagement, early decision-making, supported participation.

Area	Outcome
Grow	Students make choices between activities using preferred communication methods (objects of reference, visuals, gestures).
Explore	Students experience simple work-like routines such as tidying, carrying, organising or completing a sensory sequence.
Manage	Students begin tolerating change and transition supported by predictable routines and familiar adults

Skills for Supported Living Pathway

Focus: Structure, predictability, visual supports, and reducing anxiety.

Area	Outcome
Grow	Students develop identity, independence and self-advocacy (e.g., expressing needs, choosing routines, understanding strengths)
Explore	Students explore community pathways, adult services, daily-living activities and practical skills for supported living. (Examples: shopping, personal care routines, using community facilities.)
Manage	Students plan personal routines, practise decision-making and prepare for adult support services and transition

Learning for Life Pathway

Focus: Functional skills, practical understanding of work, preparation for supported routes.

Area	Outcome
Grow	Students develop self-awareness, confidence, personal goals and a sense of adult identity in the community.
Explore	Students understand community roles, services, job roles and local opportunities at a simplified or supported level
Manage	Students learn to manage everyday decisions, advocate for themselves and take part in transition planning for adulthood

Skills for Employability Pathway

Focus: Independent thinking, career planning, decision-making, and transition readiness.

Area	Outcome
Grow	Students identify aspirations, strengths, values and long-term career or vocational goals through self-reflection
Explore	Students research sectors, training routes and local labour-market opportunities using digital tools and employer encounter
Manage	. Students apply for post-16/19 destinations: completing forms, attending interviews, building vocational profiles and preparing for transition

Annual Add-Ons

A. Collapsed Careers Days (Termly) Gatsby: 1,5,6,7

Term	Focus	Activities
Autumn	Jobs & Skills	Employer workshops
Spring	Work & Enterprise	Enterprise challenge
Summer	Transition	College taster sessions

B. Employer Encounters (Minimum 1 per term) Gatsby: 5

Pathway	Format
Communication & Choice	Sensory-based visits
Skills for Supported Living	Predictable employer visits
Learning for Life	Workplace role play
Skills for Employability	Q&A sessions

How the Employability programme merges across the pathways at Woolston College

At Woolston College, the Careers and Employability Programme forms a seamless continuation from the Fox Wood KS3–KS4 Careers Long-Term Plan. For SEND students, progression must be predictable, structured and rooted in familiarity. The College extends the CDI Framework (Grow, Explore, Manage) into adulthood-focused learning, ensuring that every student—regardless of pathway—continues their journey toward independence, employability and preparation for adulthood.

For students who join us from other settings, we ensure the programme remains accessible and responsive by providing additional transition support and personalised starting points to help them settle into our established framework.

1. One Shared Framework (CDI) across all pathways

Woolston College uses the CDI Framework consistently across all four pathways:

- Communication & Choice
- Skills for Supported Living
- Learning for Life
- Skills for Employability

This shared structure ensures that each student develops:

- Grow: personal identity, independence, strengths, and self-advocacy
- Explore: job roles, adult services, community pathways, vocational options
- Manage: transitions, decision-making, workplace readiness, adult life planning

What this looks like across College:

- Students with high-support needs continue choice-making and sensory exploration, now within adult contexts.
- Students working toward independence develop daily-living competence and community participation.
- Students on vocational pathways build professional identity, workplace behaviours, and post-16/19 future planning.

This ensures all pathways use one language and one progression model, reducing anxiety and creating consistency.

2. Integrated Skills & Experience Continuum

Just as KS3 “Discovery” leads into KS4 “Action,” Woolston College provides the adult-level continuation of this continuum

At Woolston College the continuum becomes:

Stage 1 – Orientation

Students settle into the College environment and revisit familiar routines—supported through visual systems, structure and predictable expectations.

Stage 2 – Applied Learning

Students apply their skills in meaningful adult contexts:

- internal work experience roles
- community visits
- supported living tasks
- independent travel training
- small-group employability workshops

Stage 3 – Authentic Participation

Students move toward:

- sustained internal/external work placements
- increased independence in daily-living routines
- managing personal timetables
- self-advocacy in meetings
- preparing for adulthood or supported employment pathways

Stage 4 – Transition Preparation

Students lead their own transition planning by:

- articulating goals
- evidencing skills
- creating vocational profiles
- preparing for supported internships, adult social care settings, FE, or employment

This “spiral” ensures progression is continuous—not repeated—while remaining accessible.

Mapping Progress across each pathway

The LTP ensures that every pupil—regardless of their starting point—has a clear vertical pathway of progression.

Communication & Choice Pathway (Equivalent to Pre-Formal KS3–4)	Supports students working at early engagement and emergent communication levels.
KS5 Progression Using CDI Framework:	<p>Grow: Students continue to develop communication preferences and express choices in adult contexts (e.g., activities, work tasks, sensory jobs).</p> <p>Explore: Students encounter simple work routines and community environments in predictable, sensory-friendly formats.</p> <p>Manage: Students increase tolerance for transition, new spaces, and unfamiliar adults.</p>
KS5 Evidence of Progress:	Moving from sensory exploration to participating in internal College tasks (e.g., carrying items, recycling, café routines)

Skills for Supported Living Pathway (Derived from Semi-Formal & Complex ASD KS3–4 Pathways)	Focus on independence, community participation, routine and life skills
KS5 Progression Using CDI Framework:	Grow: Developing identity, independence and confidence in daily-living routines. Explore: Understanding adult services, community facilities and independent-living tasks. Manage: Planning personal routines, managing choice, and preparing for adult social-care pathways
KS5 Evidence of Progress:	Functional independence—students manage their own routines with minimal support

Learning for Life Pathway (Equivalent to Semi-Formal + early Formal learners)	Focus on identity, community access, confidence, decision-making
KS5 Progression Using CDI Framework:	Grow: Students build adult identity and personal goals. Explore: Students engage in community-based learning and understand adult roles/services. Manage: Students practise decision-making, communicate needs, and prepare for transition reviews
KS5 Evidence of Progress:	Moving from recognising roles to participating in community activities with growing independence.

Skills for Employability Pathway (Formal KS3–4 Pathway → Vocational KS5)	Students aiming for supported employment, internships or FE vocational programmes
KS5 Progression Using CDI Framework:	Grow: Identify strengths, aspirations and long-term career goals. Explore: Research labour-market opportunities, meet employers, explore training routes. Manage: Build vocational profiles, attend interviews, complete external or internal work placements.
KS5 Evidence of Progress:	Moving from simple role recognition to successful participation in external placements with increasing autonomy.

Summary

Across all Woolston College pathways, the CDI Framework ensures:

GROW-Students develop identity, confidence, communication and independence—whether at sensory, functional or vocational levels.

EXPLORE-Students access real adult experiences: work environments, community services, daily-living routines and sector-specific opportunities.

MANAGE-Students learn how to navigate transitions, express goals, prepare for adulthood and take responsibility for their next steps.

This creates a coherent, unified, person-centred progression system that supports every student from KS3 → KS4 → KS5 into adulthood.