

# FOX WOOD SCHOOL



## **Careers Education, Information, Advice and Guidance (CEIAG) including Work Experience Policy**

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# Fox Wood School: CEIAG and Work Experience Policy

## 1. Policy Intent and Careers Statement

### Fox Wood School Careers Statement

At Fox Wood School, we are dedicated to preparing all pupils for a successful Preparation for Adulthood (PfA) by cultivating self-awareness, employability behaviours, and high aspirations. Our curriculum intent is to provide a seamless, differentiated journey—aligned to individual Education, Health and Care Plan (EHCP) outcomes and local labour market opportunities—that replaces "big jumps" with predictable routines and spiralled learning. We empower our learners to navigate realistic next steps through a robust vocational framework that prioritizes their views, wishes, and feelings at every developmental stage.

## 2. Statutory Framework and Compliance

This policy is grounded in the legal requirements of the **Children and Families Act 2014** and the **Education Act 1996**, alongside the principles of the **SEND Code of Practice (2015)** and the **Equality Act 2010**.

Fox Wood School acknowledges its "Anticipatory Duty" under the Equality Act 2010, ensuring that auxiliary aids and services are planned in advance to prevent pupils from being at a substantial disadvantage. Furthermore, in accordance with Section 66 of the Children and Families Act 2014, the school exercises its "Best Endeavours" duty to ensure special educational provision is made for those who require it.

The following table defines the school's statutory obligations as dictated by the Code of Practice:

| Requirement Level | Definition and Statutory Application at Fox Wood School   |
|-------------------|---|
| <b>"Must"</b>     | A mandatory statutory requirement. Under Section 6.13 of the Code, the school <b>must</b> ensure pupils from Year 8 to Year 13 are provided with independent careers guidance.                      |
| <b>"Should"</b>   | Statutory guidance that <b>must</b> be considered. Any departure from "Should" requirements (e.g., regarding the graduated approach to SEN support) must be justified and documented by the school. |

## 3. The Pathway-Based Curriculum Model

Fox Wood School utilises a "spiralled" curriculum model designed to facilitate repetition without stagnation. This mechanism ensures that themes are revisited annually with increasing authenticity, allowing learners—particularly those within the

Complex ASD pathway—to gain mastery through predictable routines while accommodating processing and memory difficulties.

1. **Pre-Formal Pathway Focus: Sensory engagement**, early decision-making, and supported participation.
2. **Pre-Formal Complex ASD Pathway Focus: Structure, predictability**, visual supports (TEACCH-style), and the reduction of anxiety.
3. **Semi-Formal Pathway Focus: Functional skills**, practical understanding of work, and preparation for supported vocational routes.
4. **Formal Pathway Focus: Independent thinking**, career planning, professional self-management, and transition readiness.

## 4. CDI Framework Alignment and EHCP Outcomes

We align our careers provision with the Career Development Institute (CDI) Framework, interpreted through the lens of SEND and Preparation for Adulthood (PfA) themes.

| CDI Area                     | SEND Interpretation                       | Pathway-Specific Outcome  |
|------------------------------|---|---|
| <b>Grow Throughout Life</b>  | Self-awareness, strengths, and interests. | <p><b>Pre-Formal:</b> Makes choices via objects of reference/gestures.</p> <p><b>Complex ASD:</b> Identifies interests via structured visual systems.</p> <p><b>Semi-Formal:</b> Reflects on personal strengths and emerging preferences.</p> <p><b>Formal:</b> Engages in self-reflection to identify long-term goals and values.</p>  |
| <b>Explore Possibilities</b> | Jobs, workplaces, and roles.              | <p><b>Pre-Formal:</b> Experiences simple work-like sensory sequences (e.g., tidying).</p> <p><b>Complex ASD:</b> Understands basic roles through modelling and low-demand tasks.</p> <p><b>Semi-Formal:</b> Understands job types via internal work tasks and employer visits.</p> <p><b>Formal:</b> Research local growth sectors and training routes using digital tools.</p> |
| <b>Manage Career</b>         | Transitions, decisions, and preparation.  | <p><b>Pre-Formal:</b> Tolerates change with familiar adults and predictable schedules.</p>  |

|  |  |  |
|--|--|--|
|  |  | <p><b>Complex ASD:</b> Develops routines supported by task breakdown and visual schedules.</p> <p><b>Semi-Formal:</b> Prepares for supported pathways and foundation learning.</p> <p><b>Formal: Leads own PfA reviews;</b> manages applications and interview prep.</p> |
|--|--|--|

## 5. Mapping Progress: Engagement Steps to P-Steps

Our vertical progression framework ensures that every learner has a clear pathway of success, moving from initial discovery to real-world action.

### A. Engagement Steps (Pre-Formal)

For learners at the Engagement Model level, progress is tracked through: **Exploration, Realisation, Anticipation, Persistence, and Initiation.**

- **LTP Evidence (Discovery to Action):** A Year 7 pupil explores the texture of a uniform (Exploration); by Year 11, the pupil initiates a choice within a sensory-friendly vocational activity (Initiation).

### B. P-Steps Progression (Semi-Formal & Complex ASD)

This tracks the shift from "**Work Identity**" to "**Work Readiness.**" Pupils move from supported participation to functional independence.

- **LTP Evidence (Discovery to Action):** A pupil moves from identifying familiar job roles using symbols with heavy adult modelling in KS3 to completing an internal delivery job independently using a visual checklist in KS4.

### C. Formal Progression (Step 6 and above)

For pupils at **Step 6 and above**, the framework measures the shift from "**Supervised Independence**" to "**Professional Self-Management.**"

- **LTP Evidence (Discovery to Action):** In KS3, pupils research local Labour Market Information (LMI) to identify growing sectors. By KS4, they demonstrate "Action" by leading their PfA reviews and completing independent, community-based work placements.

## 6. The Careers Long-Term Plan (LTP) Journey

The transition from Year 7 to Year 11 is designed as a seamless continuum rather than a series of disconnected stages:

- **KS3 Discovery (Foundation Phase):** Focuses on **"The Self."** Pupils engage in roleplay, virtual tours, and sensory exploration of work tools to answer: *"What do I like?"* and *"What jobs exist?"*
- **KS4 Action (Application Phase):** Focuses on **"The Future."** Pupils engage in real-world work experience, employer Q&As, and college taster days to answer: *"What are my strengths?"* and *"Where am I going next?"*

## 7. Gatsby Benchmark Implementation

Fox Wood School meets the 8 Gatsby Benchmarks through a tailored SEND approach, focusing on local context and individual needs.

| Gatsby Benchmark              | School Implementation Method   |
|-------------------------------|--|
| <b>1. Stable programme</b>    | Discrete weekly lessons supported by a mapped Long-Term Plan (LTP).  |
| <b>2. Learning from LMI</b>   | Use of visual/practical resources to understand local growth sectors and jobs in the immediate area as identified by the JSNA. |
| <b>3. Addressing needs</b>    | Full pathway differentiation: all outcomes are linked directly to EHCP/PfA targets.  |
| <b>4. Curriculum links</b>    | Career's themes embedded within Literacy, PSHE, and Life Skills.   |
| <b>5. Employer encounters</b> | Minimum of one encounter per term (visitors, work experience, or virtual).   |
| <b>6. Experiences of work</b> | Provision of both internal tasks and external community placements.  |
| <b>7. FE/HE encounters</b>    | Structured visits to local colleges and meetings with training providers.  |
| <b>8. Personal guidance</b>   | Provision of 1:1 impartial career interview for all pupils in KS4.   |

## 8. Work Experience and Employer Encounters

### Collapsed Careers Days (Termly Focus)

| Term          | Focus             | Key Activities                                   |
|---------------|-------------------|--|
| <b>Autumn</b> | Jobs & Skills     | Employer-led workshops and skills auditing.      |
| <b>Spring</b> | Work & Enterprise | School-wide Enterprise Challenge.                |
| <b>Summer</b> | Transition        | College taster sessions and transition planning. |

### Pathway-Specific Employer Encounters

| Pathway            | Format of Encounter   |
|--------------------|---|
| <b>Pre-Formal</b>  | Sensory-based visits and "hands-on" tool exploration.           |
| <b>Complex ASD</b> | Predictable, structured visits with pre-entry visual schedules. |
| <b>Semi-Formal</b> | Workplace roleplay and functional task completion.              |

## 9. Roles, Responsibilities, and Information Access

In accordance with **Section 19 principles**, all staff and governors ensure that the views, wishes, and feelings of pupils are at the heart of career-related decision-making.

- **Governing Body:** Oversees the "Best Endeavours" duty; ensures the school meets its **Inclusion Duty** by enabling pupils with SEN to engage in activities alongside those who do not have SEN (Section 6.2 of the Code).
- **Principal and School Leaders:** Strategically review resources to ensure the quality of whole-school provision and alignment with the Joint Strategic Needs Assessment.
- **SENCO/Careers Lead:** Coordinates specific SEN support, manages external agency links, and ensures the careers curriculum drives EHCP outcomes.

**Information Access and the Local Offer:** Parents and pupils are directed to the **Local Offer** for a comprehensive directory of education, health, and social care services. Impartial information, advice, and support are available through the local authority's **Information, Advice and Support Service (SENDIAS)** to ensure families can navigate post-16 options with confidence.

## 10. Policy Monitoring and Review

This policy is a "living document" reviewed annually to reflect the evolving needs of our population. Reviews are conducted in alignment with the Joint Strategic Needs Assessment (JSNA) and in consultation with the Parent Carer Forum to ensure the curriculum remains responsive to family expectations and local economic shifts.

### Document Control

- **Last Updated:** 2026
- **Review Cycle:** Annual
- **Approving Body:** Governing Body / Principal