



CAREERS LONG-TERM PLAN (KS3–KS4)

Aligned to CDI Framework & Gatsby Benchmarks

Curriculum Intent

At Fox Wood School, we prepare all our pupils for adulthood by developing self-awareness, employability behaviours, aspiration, and realistic next steps, through a differentiated careers curriculum aligned to individual needs, EHCP outcomes, and local labour market opportunities.

CDI Framework Mapping

This section outlines how our school aligns its careers provision with the Career Development Institute (CDI) Framework, with specific interpretation for pupils 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.

CDI Area	SEND Interpretation
Grow throughout life	Self-awareness, strengths, interests
Explore possibilities	Jobs, workplaces, roles
Manage career	Transitions, decision-making, preparation

Gatsby Benchmark Mapping

At Fox Wood, we align our careers provision with the Gatsby Benchmarks, ensuring accessibility and relevance for all our pupils, 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.

Gatsby Benchmark	How It Is Met
1 Stable programme	Discrete weekly lessons + LTP
2 LMI	Local jobs explored visually & practically
3 Addressing needs	Pathway differentiation & EHCP links
4 Curriculum links	Embedded literacy, PSHE, life skills
5 Employer encounters	Visitors, work experience, virtual
6 Experiences of work	Internal & external work placements
7 FE/HE encounters	College visits, training providers
8 Personal guidance	1:1 career interview (KS4)

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.

Pre-Formal Pathway

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

Area	Outcome
Grow	Pupils makes choices between activities through preferred communication methods (e.g., objects of reference, visuals, gestures).
Explore	Pupils' experience simple work-like routines such as tidying, carrying items, or following a sensory sequence.
Manage	Pupils begin to tolerate change and transition with familiar adults, schedules, and predictable routines.

Pre Formal Complex ASD Pathway

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

Area	Outcome
Grow	Pupils identify interests using visual systems, structured choices, or supported communication tools.
Explore	Pupils understand basic job roles through clear structure, modelling, and low-demand work-based tasks.
Manage	Pupils develop predictable work routines, supported by task breakdown, visual schedules, and TEACCH-style systems.

Semi-Formal Pathway

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

Area	Outcome
Grow	Pupils identify personal strengths, emerging skills, and preferences with guided reflection.
Explore	Pupils understand different job types and environments through visual resources, employer visits, and internal work tasks.
Manage	Pupils prepare for supported pathways such as foundation learning or vocational college courses.

Formal Pathway

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

Area	Outcome
Grow	Pupils engage in self-reflection to identify aspirations, strengths, values, and long-term goals.
Explore	Pupils research sectors, training routes, and local opportunities using digital tools, guidance materials, and employer encounters.
Manage	Pupils apply for post-16 destinations, including completing forms, attending interviews, 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
Pre-Formal	Sensory-based visits
Complex ASD	Predictable employer visits
Semi-Formal	Workplace role play
Formal	Q&A sessions

How the Careers Programme Merges Across KS3 and KS4

The Careers Long-Term Plan (LTP) is a seamless journey from Year 7 to Year 11. For SEND learners, this merging is vital; it replaces "big jumps" with predictable routines and a gradual increase in expectations.

1. One Shared Framework (CDI) Across Both Key Stages

By using the CDI themes (Grow, Explore, Manage) across both Key Stages, the curriculum merges early self-awareness with future career management.

KS3 (Foundation): Focuses on "The Self" (What do I like? What jobs are there?).

KS4 (Application): Focuses on "The Future" (What are my strengths? Where am I going next?).

2. Integrated Skills & Experience Continuum

The programme merges KS3 and KS4 by "spiralling" the curriculum. Each year, pupils revisit the same themes, but the authenticity of the experience increases:

KS3 (Discovery): Role play, virtual tours, and sensory exploration of work tools.

KS4 (Action): Real-world work experience, employer Q&As, and college taster days.

Mapping Progress: From Engagement Steps to P-Steps

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

A. Engagement Steps (Pre-Formal Pathway)	For pupils at the Engagement Model level, progress is tracked through five key areas: Exploration, Realisation, Anticipation, Persistence, and Initiation.
Merging KS3 → KS4:	In KS3, pupils focus on Exploration and Realisation. They might encounter sensory objects related to different jobs (e.g., the smell of a café or the texture of a uniform) and learn to tolerate new spaces. In KS4, the focus shifts to Persistence and Initiation. Pupils move from simply observing to initiating a choice within a work task or sustaining their attention on a vocational activity for a longer period.
LTP Evidence:	Progress is shown by moving from sensory-based exploration in Year 7 to active participation in a sensory-friendly employer visit by Year 11.

B. P-Steps Progression (Semi-Formal & Complex ASD Pathways)	For pupils moving through P-Steps (P1–P8 / Steps 1–6), the LTP demonstrates a clear shift from supported participation to functional independence.
Merging KS3 → KS4:	<p>Focus: Building the "Work Identity." Pupils identify familiar job roles using visuals and complete 1–2 step tasks with heavy adult modelling</p> <p>Pupils in KS4 develop "Work Readiness." Pupils work with reduced prompting. They move from symbolic job recognition to handling real workplace expectations like "start/finish" times and following professional rules.</p>
LTP Evidence:	Moving from sorting items with help to completing a delivery job independently using a visual checklist.

C. Formal Progression (Formal Pathway)	For pupils moving from Step 6 and above, the LTP demonstrates a clear shift from supervised independence to independent professional self-management.
Merging KS3 → KS4:	<p>KS3: Pupils begin to identify personal strengths and research Labour Market Information (LMI) using digital tools to understand which jobs are growing in the local area.</p> <p>KS4: The focus shifts to Self-Advocacy. Pupils learn to explain their "reasonable adjustments" to employers. They increase their independence to lead their own Preparation for Adulthood (PfA) reviews and manage applications for post 16 placements</p>
LTP Evidence:	Moving from understanding job types to building a professional Vocational Profile and completing independent community-based work placements.

Summary of the Merged Path

The Fox Wood School Careers LTP ensures that the transition from KS3 to KS4 is not a "restart" but a step up. Engagement Learners merge sensory curiosity with predictable participation. P-Step Learners merge classroom routines with real-world work-related independence. This unified model ensures that by Year 11, every pupil—regardless of their pathway—is equipped with the specific Engagement Steps or P-Step milestones required for their next stage of life.