

Careers Education, Information Advice and Guidance (CEIAG) Progression Model 2023

Curriculum Links:

CPD: Local network moderation, Early years curriculum, Integrated education and therapy, Colourful Semantics, induction to new staff, Links with North Tyneside Careers Service; Attendance at Network meetings; Annual Careers Conference; Business Breakfasts; NELEP; NE Careers & Enterprise; Staff Working Party. Coaching and mentoring approach to increase consistency through the outstanding teaching and learning project of Autumn 2022.

Intent:

Teachers deliver a coherent sequence of learning from EYFS to Key Stage 5. The Careers curriculum learning is split into three stages. This is to enable a more personalised style of learning in keeping with the ethos of the school operating a 'stage not age' policy. We have adapted the programme using the CDI framework and in line with the Gatsby Benchmarks. It grants teachers the flexibility to decide and adapt learning to meet the needs of the cohort they are working with. Careers education forms part of the PSHE curriculum until students reach the 14-19 programme in which the lessons are taught discretely. Teachers reflect on what content is appropriate for pupils dependent on their; cognitive, behavioural, physical, communication and sensory needs. The method of teaching is based upon ensuring acquisition of skills and discovering character traits as well as empowering and inspiring pupils through progress linked to their EHCP/PLP targets. Teachers plan a small steps approach with systematic repetition and increasing content to make sure it is used functionally across different contexts (depth of learning). Our CEIAG Programme prepares all pupils for the opportunities, responsibilities and experiences of life and future success, through focusing learning within a wide, rich set of inclusive and aspirational experiences. We also ensure we follow closely the guidelines outlined in the Baker Clause. We value and mark the cultural capital that every child brings to school and support them to develop a positive sense of their own identity and culture.

Implementation:

(Implementation): Lesson activities are appropriate yet challenging for pupils and related to their EHCP/PLP targets. Pace and depth of learning is personalised, supporting pupil motivation and engagement; CEIAG is linked to PSHE curriculum, and PLPs targets throughout the school and planning reflects this. Individual pupil aspirations and destination data are used to inform practice. CEIAG Programme is differentiated in each Phase as appropriate with the use of external agencies to enhance delivery and experience. We have links with external agencies and partners to provide careers guidance, support and work experience throughout the school year including: DWP (Department for Work and Pensions), NTLT (North Tyneside Learning Trust, Connexions, Speakers for Schools, The Careers & Enterprise Company, Northumbria Youth Action Ltd, Cafe Beam and the Ouseburn Farm Charity amongst others.

Impact:

Pupils make good progress and achieve highly by accessing appropriate content (stage not age) taught well. The CEIAG curriculum follows a progression model that identifies the most useful knowledge, concepts and skills for cumulative sufficiency. Assessment ensures content is retained, identifying those pupils that need further support and triangulated with PLP targets and intervention as needed. Teachers are aware of previous learning, current learning and future learning due to a shared CEIAG framework for learning. There is a solid understanding of the sequence of learning and an individual pupils pathway, allowing challenging, relevant targets to be set. Termly Compass Audit shows school Benchmark compliance compared to National Average. Pupils make successful transitions to appropriate and supportive destinations.



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Extending Literacy Skills:

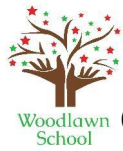
- Range of resources sourced to support pupils and staff.
- Pupils use appropriate texts and visual support.
- Pupils develop understanding through real life and practical situations and with support from outside agencies and partners.
- Pupils have a plethora of opportunities for interactions and asking questions.
- Human Library concept supports diversity and equality.

Cultural Capital:

Cultural capital is the essential knowledge pupils need to prepare them for their future success in the world of work. The pupils of Woodlawn School arrive at school with different and sometimes limited experiences. We aim to prepare them for what comes next in their lives. This includes essential communication skills and the ability to use skills in different life situations.

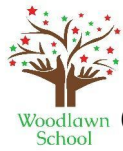
Pupil Cohorts and requirements:

Pupil cohort 1	Pupil cohort 2	Pupil cohort 3
<p>Pupils with significant and complex physical/medical/sensory/language and learning needs. Pupils have significant barriers to learning.</p>	<p>Pupils with complex physical/ medical/learning needs.</p>	<p>Pupils with one or several of physical, medical, sensory, language or learning needs.</p>
<p>Pupils require high levels of 1:1 support to meet their physical, medical, sensory, language and learning needs.</p> <p>Pupils access a learning environment that develops social communication and emotional regulation through targeted support. Careers skills are developed through Learning objectives linked to social communication and emotional regulation, Supportive routines, PSHE Curriculum framework, Therapeutic</p>	<p>Pupils require 1:1 support to meet physical/ medical/sensory /language/ learning needs at planned times through the school day. Careers is taught as a discrete subject. Learners develop Vocational Options from: PSHE Curriculum framework EHCP/PLP targets Therapeutic interventions Role play and scenario learning</p> <p>There is a focus on PLP targets to support learners on their learning journey.</p>	<p>Pupils require 1:1 support occasionally but are usually able to access small group working through the school day.</p> <p>Pupils are kinaesthetic learners and rely heavily upon practical and visual resources to support their learning. Careers is taught as a discrete subject. Learners consolidate and develop careers skills in a formal learning environment in preparation for: Vocational options and accreditations Student-directed learning</p>



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<p>interventions, Role play and scenario learning. Teaching and learning is connected to PLP targets.</p> <p>Pupils are kinaesthetic learners and rely heavily upon practical and visual resources to support their learning.</p> <p>The curriculum is a highly engaging multi-sensory curriculum where pupils are supported to explore their environment.</p>	<p>The curriculum is a highly engaging multi-sensory kinaesthetic approach to learning. Pupils are supported and encouraged to work independently as appropriate.</p>	<p>1-1 careers guidance EHCP/PLP targets Work Experience (KS5) PSHEE Curriculum framework</p> <p>PLP targets ensure that all learning is purposeful and learners are prepared for the next stage.</p> <p>The curriculum is a highly engaging multi-sensory kinaesthetic approach to learning. Pupils are supported at times and increasingly encouraged to work independently.</p>
<p>Pupils may have a significant delay in their learning as compared to their mainstream peers.</p>	<p>Pupils may have a moderate delay in their learning as compared to their mainstream peers.</p>	<p>Pupils may have a slight/ moderate delay in some areas of learning but also have significant strengths. Pupils may be gifted and talented and working at levels significantly above their mainstream peers in their subjects of strength.</p>
<p>See route 1.</p>	<p>See route 2.</p>	<p>See route 3.</p>

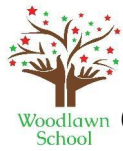


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Curriculum routes:

	Stage in school	Age	Curriculum
Route 1	Early Years Foundation Stage	3-5 years	Communication based exploration of the world around the pupil using the senses.
	KS1 and 2 (Primary)	5-11 years	Extending skills to explore the world using a sensory based curriculum. Bespoke skill-based assessment e.g. Phonic screening and KS1 and 2 SAT's.
	KS3 and 4 (Secondary)	11-16 years	Functional skills curriculum – AQA KS3, 4 awards. Communication Enterprise Accreditation. Yr 9 Connexions.
	KS5 (Post 16)	16-18 years	ASDAN qualifications – Towards independence. Entry level 1 qualifications

	Stage in school	Age	Curriculum
Route 2	Early Years Foundation Stage	3-5 years	7 areas of EYFS – Pupils achieving emerging level.
	KS1 and 2 (Primary)	5-11 years	Practical engagement facilitated learning. Bespoke skill based assessment e.g. Phonic screening and KS1 and 2 SAT's.
	KS3 and 4 (Secondary)	11-16 years	AQA award scheme Enterprise qualification. Yr 9 Connexions. KS4 – GCSE – Foundation papers.
	KS5 (Post 16)	16-18 years	ASDAN qualifications Entry level 1,2 qualifications KS5 – GCSE – Foundation papers.



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	Stage in school	Age	Curriculum
Route 3	Early Years Foundation Stage	3-5 years	7 areas of EYFS – Pupils achieving expected or exceeding level. Bespoke skill based assessment e.g. Phonic screening and KS1 and 2 SAT's.
	KS1 and 2 (Primary)	5-11 years	National Curriculum KS1 and KS2 SATS
	KS3 and 4 (Secondary)	11-16 years	GCSE – Core subjects English, Maths, Science Accreditations. Yr 9 Connexions. KS4 – GCSE –Higher papers
	KS5 (Post 16)	16-18 years	ASDAN qualifications Entry level 2,3 qualifications – AQA Step up to English bronze, silver, gold level. KS5 – GCSE – Higher papers

Through the pupils' learning journey at Woodlawn School, pupils will progress through the stages described above. At any time a pupil may move from one route to another where progress has been very positive or where there are other presenting challenging factors e.g. medical implications.

Pupil's individual strengths are met through careful bespoke plans to meet the individual's needs. We will endeavour to meet these curriculum needs with a range of in-house and off-site learning opportunities.