

IMPACT ALTERNATIVE LEARNING CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY

Reviewed: April 2026 Next Review: April 2027

1. Policy Statement

Impact Alternative Learning is committed to delivering high-quality Careers Education, Information, Advice and Guidance (CEIAG) tailored to the individual needs of all learners, particularly those with SEND and SEMH needs. Our provision prepares learners for successful transition into further education, employment or training.

2. Statutory Framework

This policy aligns with: KCSIE 2025, Gatsby Benchmarks, Careers Strategy (DfE), SEND Code of Practice 2015, Equality Act 2010.

3. Aims

Our careers programme aims to develop self-awareness, raise aspirations, provide impartial guidance, and equip learners with employability and life skills.

4. Gatsby Benchmarks Implementation

Impact Alternative Learning is committed to meeting all Gatsby Benchmarks including stable programme, labour market information, personalised guidance, curriculum links, employer encounters, workplace experiences and personal guidance.

5. Impact Context

Our learners often require additional support to access careers pathways. Provision is adapted to remove barriers and build confidence, independence and resilience.

6. Careers Provision

Careers is embedded across curriculum including vocational pathways such as mechanics, boxing, beauty, music and construction alongside Functional Skills English and Maths.

7. Key Stage 4 & Post-16 Provision

Includes work experience, college links, CV writing, mock interviews, application support, employer encounters and transition planning.

8. Personal Guidance

All learners receive tailored guidance based on EHCP outcomes, interests and ability. External careers advisors are utilised where appropriate.

9. Partnerships

We work with colleges, employers, training providers, local authority services and careers advisors to support progression.

10. Roles and Responsibilities

Principal oversees strategy, staff deliver careers education, mentors support individual pathways, and external agencies provide specialist advice.

11. Parental Engagement

Parents/carers are involved in planning next steps and supported with transition processes.

12. Monitoring and Evaluation

Programme effectiveness is monitored through learner outcomes, destination data, feedback and annual review.

13. Equality and Inclusion

All learners receive equal access to opportunities. Adjustments are made to ensure inclusivity.

14. Review

This policy is reviewed annually and updated in line with statutory guidance and provision development.