Barley Lane School

Ready, Respectful, Safe.

Headteacher: Mr D. Jones

Barley Lane, Exeter, Devon, EX4 1TA

Telephone: 01392 430774

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CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

Including Provider Access Policy Statement (The Baker Clause, Appendix 2)

Adopted by the Governing Board on 3rd March 2026

(Delegated to Lead Governor for careers and post 16)

Review Term: Annual

Next review date: Spring 2027

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Barley Lane school Curriculum Intent

At Barley Lane we aim, "To deliver a personalised curriculum that promotes independence, resilience and gives every pupil the chance to embed skills they need for future success and development."

Introduction:

"High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations."

Careers Guidance and access for education and training providers:

January 2026

Statutory Requirements:

Schools are required to adhere to statutory guidance developed by the Department for Education, which refers to 42a, 42b, 45, 45A of the Education Act 1997; Section 72 of the Education and Skills Act 2008 and Schedule 4 (15) of the School Information (England) Regulations 2008.

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This states that all schools should provide independent careers guidance from Years 7 -11 and that this guidance should:

• be presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;

• include information on the range of education or training options, including apprenticeships and technical education routes;

• be guidance that the person giving it considers will promote the best interests of the students to whom it is given.

The Gatsby benchmarks:

Government careers guidance expects all secondary schools and colleges to use the internationally recognised Gatsby Benchmarks to develop a careers programme that increases opportunities for students to access everything from experiences of the workplace and personal guidance with a careers adviser, to engagement with employers, colleges, training providers and universities as appropriate.

The eight Gatsby benchmarks are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Aims and Objectives:

All pupils to receive impartial and independent careers education to enable pupils:

1. To understand themselves and develop their capabilities

• Consider their personal qualities and skills
• Clarify and discuss their values, attitudes and preferences in relation to work
• Develop self-reliance and self-presentation skills

2. To investigate careers and opportunities

• Investigate the knowledge and skills which people need at work
• Use occupational and labour market information to investigate career

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opportunities
• Consider the changing patterns of work and careers
• Investigate issues that may arise at work
• Find out about the range of education and training options including apprenticeships and other vocational pathways

3. To implement their career plans:
• Make decisions concerning their post 16 choices
• Use action planning to support their career development
• Seek and use information and guidance to shape their plans
• Manage transitions such as the change from school to college
• Enable an experience of the world of work to include volunteering

4. Organisation:

Careers Education, Information, Advice and Guidance is provided across the whole curriculum as an integrated aspect of pupils' learning. It is also delivered as part of the Life Skills programme in years 7 to 9 (Appendix 3). In years 10 and 11 careers education, information, advice and guidance is delivered as part of the Preparing for Adulthood / Vocational Curriculum (Appendix 3). All staff are informed of the programme and work closely to further develop resources.

Work Experience:
The overall organisation of work experience is undertaken jointly by the careers and tutors Lead. The Career Lead liaises with School staff and students to ensure the most relevant and engaging opportunities are taken.
This is also informed by the 'Preparation for Adulthood' section on the EHCP.
Families are informed and communicated with throughout the process and a work experience agreement form and work experience information form are completed. All students on placement are covered by the employers' insurance and places of work are risk assessed by the Careers Team in liaison with the Post-16 Transition Team at DCC and Devon and Torbay Careers Hub work experience database.

EHCP Reviews:
As part of each student's Annual Review of the EHCP, future aspirations and goals are discussed and formally recorded from Year 9. The support network surrounding each student will endeavour to offer careers guidance in line with this. The career lead, tutor and SENCO Lead attend all year 11 reviews to discuss transition. Any pupils and families who may need extra support are identified at this stage. A representative from the transitioning

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college/placement will participate in the year 11 review meeting wherever possible.

Staff Development.

Appropriate staff development opportunities will be provided for staff to support the delivery of the careers programme including Gatsby Benchmarks, LMI and how to embed careers in the curriculum.

5.

Personnel.

Provision of Careers Education, Information, Advice and Guidance will be delivered by Barley Lane staff working closely with other partners including:

- Post-16 Transition Team at DCC
- Careers and Enterprise Hub (Devon and Torbay)
- Parents / Carers
- Employers
- Local FE providers
- Training providers

ICT.

Pupils will be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning, including the use of the internet in accordance with Barley Lane policy.

Equal Opportunities.

CEIAG will be provided for all pupils regardless of cultural background, faith, ethnicity, sexuality, economic circumstances, gender, disability and educational needs. Programmes of study will be inclusive, free from bias and actively promote equal opportunities.

Programme Review

The programme of career education, information and guidance will be regularly evaluated with feedback from students, parents, school staff and employers.

6.

Appendix 1

Statement of Pupil Entitlement for Careers Education, Information, Advice and Guidance

The careers education, information, advice and guidance you will receive from Barley Lane will be:

- Independent

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• Impartial
• Actively involve you
• Actively involve your parents or carers

Your careers education programme begins in Year 7 and will continue through to Year 11. During that time, we aim to help you develop:

• Awareness of your strength and skills
• Practice making decisions and choices
• Confidence in using a wide variety of resources
• Skills for coping with change and dealing with the world of work

In Key Stage 4 you will be supported by Barley Lane staff and the Post-16 Transition team who will help you with:

• Information, ideas and advice
• Careers decision making
• Guidance and support
• Placement at Further Education, training or an apprenticeship

At Key Stage 4 you will be given the opportunity of a work placement/ supported work or volunteering placement which will help you to prepare for the world of work.

Appendix 2

Barley Lane School: Provider Access Policy

Introduction:

This policy statement sets out the school's arrangements for managing the access of providers to the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement:

7.

All pupils in years 8 to 11 are entitled:

• to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
• to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, group discussions and taster events;
• to understand how to make applications for a full range of academic/technical courses.

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For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11).
These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils.

Meaningful provider encounters One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the 'Making it meaningful checklist' (Making it Meaningful: Benchmark 7 | CEC Resource Directory (careersandenterprise.co.uk).
Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

Destinations of our pupils:

Last year our year 11 pupils moved to range of providers in the local area after school:

- Exeter College
- Bicton College
- Petroc College
- ROC college
- South Devon College
- New Roots

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Management of provider access requests:

A provider wishing to request access should contact:
Paul Cocker
Career Lead
01392 716 900
pcocker@barleylane.devon.sch.uk
Premises and facilities
The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations.

This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.
Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our pupils.
Providers are welcome to leave a copy of their prospectus or other relevant course literature at reception to be placed in the school library, which is managed by the school literacy lead. The library is available to all pupils at lunch and break times and designated tutorial sessions.

9.
Complaints:
Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk