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## 1. Statement of intent

At Storybrook, we are committed to ensuring that all pupils are supported to develop the skills, confidence and aspirations needed to engage positively with their future education and life beyond school.

In line with the school's ethos, careers education is not a discrete subject but part of a holistic, child-centred approach that prioritises:

- belonging
- self-worth
- aspiration
- independence

As outlined in the school's safeguarding approach, the welfare of the child is paramount, and all provision—including CEIAG—is designed to remove barriers and improve long-term outcomes .

**For many pupils at Storybrook, previous experiences may have impacted:**

- confidence in learning
- sense of identity
- future aspirations

**This policy ensures that careers education is:**

- developmentally appropriate
- trauma-informed
- inclusive and aspirational

This policy supports the school's delivery of Personal Development as defined within the Ofsted Education Inspection Framework, ensuring pupils develop the knowledge, skills and attributes needed for future success.

## 2. Legal and statutory framework

**This policy is informed by:**

- Education Act 1997 (as amended)
- Children and Families Act 2014
- SEND Code of Practice (2015)
- Keeping Children Safe in Education 2025
- Ofsted Education Inspection Framework (EIF)





Although the Gatsby Benchmarks are designed for secondary provision, Storyybrook adopts these principles proportionately to support early foundations for:

- aspiration
- awareness of the wider world
- preparation for transition

### **3. Context of Storyybrook provision**

Storyybrook is a specialist SEMH primary school supporting pupils aged 5-11 whose primary barrier to learning is social, emotional and mental health .

**Many pupils may:**

- have experienced disrupted education
- present with low self-esteem or limited aspirations
- require support to re-engage with learning

**Therefore, CEIAG at Storyybrook focuses on:**

- rebuilding confidence and identity
- developing foundational life skills
- supporting positive future pathways

**This aligns with the school's ethos of:**

Regulate → Relate → Repair → Reflect

### **4. Aims of CEIAG at Storyybrook**

**We aim to:**

- develop pupils' self-awareness, confidence and resilience
- raise aspirations and awareness of future possibilities
- support pupils to understand the link between learning and future opportunities
- build life skills, independence and decision-making ability
- prepare pupils for successful transition to secondary education
- ensure all pupils feel valued, capable and hopeful about their future

Particular emphasis is placed on preparing pupils for transition to secondary education, recognising this as a critical point of vulnerability and opportunity for pupils with SEMH needs.





## 5. Key principles

CEIAG at Storybrook is underpinned by:

### **Child-Centred Practice**

All provision reflects individual needs, experiences and starting points.

### **Trauma-Informed Approach**

Staff recognise that:

- pupils may have low aspirations due to past experiences
- confidence must be rebuilt before ambition can grow

### **Safeguarding First**

Careers education supports pupils to:

- recognise risk
- make safe choices
- understand the wider world safely

### **Equality and Inclusion**

All pupils must have equal access to opportunities, in line with the school's commitment to inclusion and diversity.

## 6. Careers education in a primary SEMH context

At Storybrook, CEIAG focuses on early foundations, not formal career pathways.

This includes:

- developing self-identity and strengths
- understanding roles in the community
- building aspiration and curiosity
- exploring real-life experiences and environments

This aligns with the school's commitment to preparing pupils to leave as confident, capable and compassionate individuals.

## 7. Delivery of CEIAG

CEIAG is delivered through:





### Curriculum Integration

- PSHE / RSE lessons
- SMSC development
- cross-curricular learning

### Experiential Learning

- role play and real-life scenarios
- visitors and community links (where appropriate)
- trips and enrichment activities

### Everyday Practice

- conversations about future goals
- celebrating achievements
- linking learning to real-world outcomes

## 8. Personal development and life skills

CEIAG strongly supports personal development by helping pupils to:

- develop emotional literacy and self-regulation
- build positive relationships
- understand responsibility and independence
- make informed and safe decisions

This aligns with the school's broader focus on:

- SEMH development
- personal development and wellbeing

## 9. Equality, inclusion and accessibility

All pupils will have access to CEIAG regardless of:

- SEND
- background
- experience
- ability

Provision will be:

- differentiated
- accessible





- inclusive

**This reflects the school's commitment to:**

- eliminating discrimination
- promoting equality of opportunity
- fostering inclusion

## **10. Safeguarding**

CEIAG is embedded within the school's safeguarding framework.

**Staff must ensure that:**

- all external interactions are risk assessed
- pupils are protected from harm or exploitation
- discussions about the future are safe, realistic and supportive

All concerns must be reported in line with the Safeguarding and Child Protection Policy.

## **11. Roles and responsibilities**

**The Headteacher / DSL will:**

- ensure CEIAG aligns with safeguarding and school ethos
- oversee implementation

**Careers Lead (Deputy Headteacher)**

- coordinate CEIAG provision
- monitor impact

**All Staff**

- model positive attitudes
- support aspiration and confidence
- integrate CEIAG into daily practice

## **12. Working with parents/ carers and external agencies**

**Storybrook works in partnership with:**

- parents/carers
- local authorities
- external professionals





## **This ensures:**

- consistent messaging
- shared understanding of pupil needs
- effective transition planning

## **13. Monitoring, evaluation and impact**

### **Leaders will monitor CEIAG through:**

- pupil voice
- staff feedback
- progress in personal development
- transition outcomes

### **This ensures provision remains:**

- relevant
- effective
- aligned with pupil needs

Leaders ensure that CEIAG is not only planned but consistently implemented across the school through training, monitoring and ongoing review.

## **14. Linked Policies**

### **This policy should be read alongside:**

- Safeguarding and Child Protection Policy
- Behaviour and Relationships Policy
- SEND Policy
- SEMH Policy
- SMSC Policy
- RSE Policy
- Equality and Accessibility Policy

## **15. Summary statement**

### **At Storybrook, CEIAG is:**

- developmental rather than directive
- relational rather than transactional
- aspirational but realistic





It ensures that every pupil is supported to:

- rebuild confidence
- develop independence
- engage positively with their future

In line with the school's ethos, all pupils are supported to feel safe, succeed and thrive.

As a result, pupils develop increased confidence, improved self-awareness, stronger engagement with learning and a more positive outlook on their future pathways.





## Appendix 1: Primary-adapted Gatsby Benchmark Map

Gatsby Benchmark	Primary-adapted Storyybrook approach
A stable careers programme	CEIAG is embedded through PSHE, SMSC, curriculum enrichment, transition work and personal development.
Learning from career and labour market information	Pupils learn about jobs, roles, community helpers and the world of work in age-appropriate ways.
Addressing the needs of each pupil	CEIAG is personalised through EHCPs, SEND plans, pupil voice, SEMH needs and transition planning.
Linking curriculum learning to careers	Staff make explicit links between learning and real life: reading, maths, teamwork, problem-solving, creativity and communication.
Encounters with employers and employees	Visitors, role models, parents/carers and community members introduce pupils to different jobs and life stories.
Experiences of workplaces	Primary-appropriate experiences include visits to local settings, virtual tours, role-play workplaces and practical enterprise activities.
Encounters with further and higher education	Pupils learn about “next schools”, secondary transition, college/university as future options, and lifelong learning.
Personal guidance	Staff provide relational, age-appropriate guidance through mentoring, pupil voice, annual reviews, transition meetings and SEMH support.





## Appendix 2. CEIAG Action Plan / Strategy Document

### Strategic Aim

To provide a trauma-informed, inclusive and aspirational CEIAG programme that helps pupils develop confidence, self-awareness, independence, resilience and curiosity about their future.

Storybrook uses the Gatsby Benchmarks as a proportionate, primary-adapted framework to support high-quality CEIAG. While formal statutory careers guidance applies most directly to secondary-aged pupils, Storybrook recognises the importance of early careers-related learning in raising aspiration, developing self-awareness and preparing pupils for future transitions. CEIAG is therefore embedded through curriculum learning, SMSC, PSHE, SEMH support, transition planning and enrichment opportunities.

Priority	Actions	Lead	Evidence
Embed CEIAG across school life	Map CEIAG opportunities through PSHE, SMSC, curriculum and enrichment	Careers Lead (Deputy Headteacher & SENDCo)	Curriculum map, planning, displays
Raise aspirations	Introduce “People Who Help Us”, “Jobs in Our Community” and “Future Me” activities	Class Teachers	Pupil work, photos, pupil voice
Personalise support	Link CEIAG to EHCP outcomes, SEND plans and transition planning	Careers Lead (Deputy Headteacher & SENDCo)	Annual reviews, transition records
Develop life skills	Build independence, communication, teamwork, problem-solving and responsibility into daily routines	All staff	Personal development evidence
Strengthen community links	Invite appropriately vetted visitors in	Headteacher (DSL) and Careers Lead	Visitor logs, risk assessments





	line with safeguarding procedures, ensuring all external contributions are risk assessed and supervised.	(Deputy Headteacher & SENDCo)	
Prepare for transition	Provide structured transition work for Year 6 pupils moving to secondary / specialist settings	Headteacher (DSL) and Careers Lead (Deputy Headteacher & SENDCo), Class Teachers	Transition plans, pupil voice
Monitor impact	Review CEIAG annually through pupil voice, staff feedback and evidence of personal development	SLT	Annual review report





## Year 1-6 CEIAG Progression Framework

Year group	Focus	Pupils will learn to...
Year 1	People who help us	Identify familiar jobs and understand that adults have different roles.
Year 2	Strengths and interests	Talk about what they enjoy, what they are good at, and how people help each other.
Year 3	Jobs in the community	Explore local jobs and understand how different roles support daily life.
Year 4	Skills for the future	Develop teamwork, communication, problem-solving, resilience and responsibility.
Year 5	Aspirations and choices	Begin to link learning, effort and personal qualities to future opportunities.
Year 6	Transition and future pathways	Prepare for secondary transition, understand next steps, and identify hopes, strengths and support needs.

