



Orange Tree School

Careers Education, Information, Advice and Guidance (CEIAG)

Policy and Provision 2026-27

OTS Oakleigh Pk and Ridgeway Sites



DOCUMENT DETAILS	
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CEIAG Policy Purpose

At Orange Tree School, we support and nurture students through a structured and personalised careers programme. We recognise that every member of our community is unique, with individual interests, strengths and talents. Our aim is to prepare young people for adulthood by introducing them to a wide range of opportunities in education, training and work, while helping them identify pathways that genuinely interest them. We want students to develop confidence, raise their aspirations and make informed choices about their future.

We have high aspirations for every student, while recognising that higher education will not be the right route for everyone. Students are encouraged to consider a range of realistic and appropriate options, including further and higher education, apprenticeships, technical and vocational courses, supported internships, employment, self-employment, volunteering and routes towards greater independence.

Careers education is delivered through PSHE, weekly Social Learning, subject teaching, Unifrog, individual guidance, visits, external speakers and direct contact with employers and training providers. The school holds an **Annual Careers and Preparation for Adulthood Week** in March. Work experience opportunities are provided in Year 10 and Post-16, including a Year 10 Work Experience Week from 14-18 June 2027. Parents and carers are involved through transition planning, Unifrog engagement and opportunities to contribute to careers learning.

Core entitlement

Every student receiving secondary education will have access to accurate, up-to-date and impartial careers guidance which enables informed choices across a broad range of career options and encourages them to fulfil their potential.

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1. Purpose and scope

This policy explains how Orange Tree School provides Careers Education, Information, Advice and Guidance (CEIAG) for students from Year 7 to Post-16. It sets out the career's entitlement, the planned programme for 2026–27, staff responsibilities, and how provision is monitored and reviewed.

The policy applies to all students receiving secondary and post-16 education at Orange Tree School. Our students have Education, Health and Care Plans (EHCPs) and may have social, emotional and mental health needs, neurodivergent profiles and additional support needs. Careers activities are therefore planned and adapted to reflect each student's age, communication needs, health, sensory and emotional needs, previous experiences, stage of learning and intended outcomes.

Careers education provided through OTS Ridgeway will reflect the student's placement, treatment, education and reintegration needs. Where appropriate, careers information and transition planning will be shared with the student's home school to ensure continuity.

2. Vision and guiding principles

Person-centred and aspirational: Careers planning starts with each student's strengths, interests and aspirations. Staff maintain high expectations and challenge assumptions that may limit future choices.

Impartial and broad: Students receive balanced information about academic, technical, vocational, employment and supported pathways. No route, provider or sector is promoted above another.

Progressive and embedded: Careers learning begins in Year 7 and is developed through PSHE, subject teaching, a weekly Social Learning lesson, tutor and key-worker activity, enrichment and transition planning. During Social Learning, students develop practical employability skills, including CV writing and preparation for work.

Therapeutic and accessible: Activities are planned in a predictable and supportive way. Reasonable adjustments and preparation are provided so that students can take part with confidence.

Linked to real opportunities: Students use current careers and labour market information and meet employers, employees, colleges, universities and training providers.

Working in partnership: Students, families, staff, careers advisers, employers, providers and other professionals work together to support successful next steps.

3. Aims

- Provide accurate, current, accessible and impartial information, advice and guidance;
- Enable students to make informed choices from a broad range of education, training and career options;
- Help students identify their strengths, interests, skills, values, support needs and realistic next steps;
- Develop confidence, resilience, self-advocacy, employability and independent decision-making;
- Use career and labour market information to increase understanding of local, national and emerging opportunities;
- Connect curriculum learning to careers and demonstrate the relevance of subjects and qualifications;

- Provide meaningful encounters with employers, employees and education and training providers;
- Provide work experience opportunities in Year 10 and Post-16, adapted where necessary to individual need;
- Ensure access to personal careers guidance at key decision points and whenever significant choices are being made;
- Support effective transitions into further education, higher education, apprenticeships, employment, supported pathways or other appropriate destinations;
- Involve parents and carers appropriately through careers information, Unifrog, transition events, work-experience planning and opportunities to share their own careers and working lives with students;
- Challenge stereotypes and promote equality of opportunity, including for students with SEND and other protected characteristics;
- Enable students to understand that adulthood, contribution and meaningful activity can take different forms, and to recognise the value they can bring to their community and future workplace or setting.

4. Legal and regulatory framework

Orange Tree School is an independent special school. This policy is intended to meet the Independent School Standards and should be read alongside the Department for Education's Independent school standards guidance (April 2026), current safeguarding guidance and national careers guidance used as good practice. Compliance depends on effective implementation; the school therefore maintains an annual programme, curriculum plans, careers records, work-experience documentation and evaluation evidence.

All secondary-age students, including students in Key Stage 3, have access to accurate, up-to-date careers guidance, which is presented impartially, enables them to make informed choices about a broad range of career options and encourages them to fulfil their potential.

Requirement / guidance	Orange Tree School arrangements
Education (Independent School Standards) Regulations 2014, Schedule, Part 1, paragraph 2(2)(e)	Secondary students have access to accurate, up-to-date careers guidance, which is impartial, supports informed choices across a broad range of options and encourages students to fulfil their potential.
Independent School Standards, paragraphs 2(2)(g), 2(2)(h) and 2(2)(i)	Post-compulsory-age students receive an appropriate programme; all students have opportunities to learn and progress; and careers provision contributes to effective preparation for adult life in British society.
Equality Act 2010 and SEND Code of Practice: 0 to 25 years	Provision is inclusive, avoids discrimination and stereotyping, and is adapted through reasonable adjustments and person-centred transition planning.

Requirement / guidance	Orange Tree School arrangements
DfE Careers guidance and access for education and training providers (June 2026)	The guidance is not the statutory framework for independent schools, but Orange Tree School uses it as a statement of good practice for strategic leadership, impartial advice, provider and employer encounters, personal guidance and evaluation.
Updated Gatsby Benchmarks (implemented from 2025-26)	The eight Benchmarks are used as a non-statutory improvement framework to review the school's careers programme in a way that reflects its specialist setting.
Keeping Children Safe in Education 2026 (effective from 1 September 2026) and school safeguarding procedures	External speakers, workplace experiences, online resources and individual guidance are planned and delivered with appropriate safeguarding, risk assessment and reporting arrangements.

5. Student entitlement

Every student in Years 7 to Post-16 is entitled to a careers programme that is appropriate to their age, needs and stage of decision-making. The entitlement includes:

- A planned and progressive programme of careers education from Year 7 onwards;
- Access to Unifrog through PSHE, Tutor sessions and wider careers activity;
- Careers learning through subject teaching and the wider curriculum;
- An **Annual Careers and Preparation for Adulthood Week** in March, including careers-focused visits and encounters with external speakers and professionals;
- Access to accurate and current information about courses, qualifications, apprenticeships, employment, supported pathways and labour market opportunities;
- Meaningful encounters with employers, employees, colleges, universities and training providers;
- Personal, impartial careers guidance at key transition points and when significant choices are being made, regardless of year group;
- Work experience opportunities in Year 10 and Post-16;
- Support with applications, CVs, interviews, personal statements and transition arrangements where appropriate;
- Reasonable adjustments, preparation and adult support needed to participate safely and successfully;
- Opportunities for student voice, reflection and recording of achievements, interests and next steps;
- Appropriate involvement of parents and carers, including support to use Unifrog, transition events and coordination with EHCP annual reviews and Preparing for Adulthood outcomes;

6. Delivery of the careers programme

6.1 PSHE Education and Unifrog

Careers education is taught through PSHE from Year 7 to Post-16. Unifrog supports students to explore interests, careers and pathways, record skills and activities, compare options and make informed decisions. Activities are revisited as students move through the school and are adapted to their

communication, literacy, processing and emotional needs. Parents and carers will be invited to an Autumn-term Unifrog launch event and supported to use the platform to explore careers and pathways with their child.

6.2 Careers across the curriculum

Teachers make clear links between curriculum learning, transferable skills, qualifications and future pathways. Examples should reflect a diverse workforce, challenge stereotypes and include academic, technical, creative, vocational and supported routes.

6.3 Careers Week and Enrichment

The school holds an **Annual Careers and Preparation for Adulthood Week** in March. Year groups take part in careers-focused trips, workplace or provider visits, workshops and sessions with external speakers and professionals. Activities are chosen and adapted to meet the needs, interests and stage of learning of the students taking part.

Careers education is also supported through whole-school enrichment days and practical learning experiences throughout the year. These include a STEM Day, providing opportunities for students to explore careers linked to science, technology, engineering and mathematics, and a whole-school Enterprise Day, where students work collaboratively across year groups to develop, design, advertise, produce and sell a product or activity to raise money for charity. Through these experiences, students develop employability skills including teamwork, communication, creativity, problem-solving, organisation, budgeting, marketing, customer service and leadership.

Other enrichment activities may include employer-led workshops, workplace visits, careers fairs, apprenticeship events, enterprise projects and opportunities to meet professionals from a broad range of industries. Where appropriate, students are encouraged to reflect on these experiences and record the skills and achievements gained through Unifrog and their careers records.

All interested students are supported to work towards the Bronze and/or Silver Duke of Edinburgh's Award. Through the Volunteering, Physical, Skills and Expedition sections, students develop transferable skills including teamwork, communication, resilience, independence, organisation, problem-solving and leadership. Students are encouraged to recognise and record these achievements for use in CVs, applications, careers discussions and interviews.

6.4 Employer and provider encounters

The school arranges contact with employers, employees, colleges, universities, apprenticeship and training providers, supported internship providers and relevant community organisations. Encounters may take place in person or online and include preparation and follow-up. Parents and carers are also encouraged to contribute, where appropriate, by visiting the school to talk with students about their work, career journey, skills and routes into employment, subject to the school's normal safeguarding and visitor arrangements.

From Key Stage 3 onwards, students will be introduced to a broad range of academic, technical, vocational and supported pathways through appropriately planned encounters with education, training and employment providers. Encounters will be adapted where necessary to ensure that students with SEND can engage meaningfully and understand the options available to them.

6.5 Personal guidance

Students have access to impartial personal careers guidance from an adviser with suitable training and experience. Students in Years 9, 10, 11 and 12 will receive at least one individual careers guidance interview each academic year. Additional guidance will be available where a student is approaching an important decision or transition, or where their plans or circumstances change.

Careers interviews will be personalised to the students' strengths, interests, aspirations, communication needs and intended pathway. Students will be supported to explore the full range of appropriate options, including further and higher education, apprenticeships, technical and vocational routes, supported internships, employment, volunteering and supported employment.

Each interview will lead to clear next steps or an action plan in a format that is accessible to the student. Where appropriate, outcomes from careers interviews will inform EHCP annual reviews, Preparing for Adulthood planning and transition arrangements, particularly at key transition points in Years 9 and 11.

6.6 Work-related learning and work experience

Employability skills are developed through PSHE, weekly Social Learning, curriculum activities, enterprise and practical experiences. Work experience opportunities are provided in Year 10 and Post-16. Year 10 Work Experience Week will take place from 14-18 June 2027. Students are encouraged to identify and, where possible, source their own suitable placement, with support from parents/carers and staff. All placements must be approved by the school and meet safeguarding, health and safety, insurance and accessibility requirements. Where a conventional placement is not suitable, the school will arrange a supported or alternative experience that meets the student's needs.

6.7 Transition planning

Careers planning is linked to EHCP outcomes, annual reviews, student profiles and transition arrangements. The Year 9 annual review is used as a Preparing for Adulthood careers checkpoint, and the Year 11 review is used to check Post-16 transition actions, intended destinations and support needs. The school works with families, local authorities, receiving settings and other professionals to support applications, visits, taster activities and the sharing of relevant information. A Year 10 Parent Transition Forum will be held in the summer term to help families prepare for college open days and begin Post-16 planning early. For students preparing to move into Post-16 provision, the support needed for a successful transition is identified, planned and reviewed through the EHCP annual review process.

6.8 Parent and carer engagement

Parents and carers are key partners in CEIAG and transition planning. The school will provide an Autumn-term Unifrog launch event, invite parents/carers to share their own careers and working lives with students where appropriate, involve families in work-experience planning, and offer a Year 10 Parent Transition Forum in the summer term before college open days. Information will be shared in an accessible format and alternative support will be offered where online access is a barrier.

7. Orange Tree School provision 2026-2027

The table below sets out the planned minimum entitlement. Activities may be adapted or added to in response to student needs, cohort size, availability and new opportunities.

Year / phase	Core focus	Planned provision and intended outcomes
Year 7	Self-awareness and aspiration	Introduction to Unifrog; strengths, interests, values and skills; understanding that careers develop over time; broad sector awareness; curriculum-career links; Careers Week and at least one meaningful employer or workplace encounter.
Year 8	Exploring pathways and the world of work	Use of career and labour market information; workplace skills and behaviours; introduction to academic, technical and vocational routes; employer and provider encounters; challenge stereotypes and broaden horizons.
Year 9	Informed choices and option planning	Link subject choices to future pathways without closing down aspiration; Unifrog exploration and competency recording; discussion of qualifications and entry routes; individual support before Key Stage 4 choices and transition decisions. Careers advice interviews.
Year 10	Employability and workplace experience	CVs, applications, interviews, communication, workplace expectations, rights and responsibilities, health and safety and self-advocacy; students are encouraged to source their own suitable placement where possible; Year 10 Work Experience Week, 14-18 June 2027; preparation and debrief; encounters with employers and post-16 providers; summer Parent Transition Forum before college open days. Careers advice interviews.
Year 11	Post-16 transition	Impartial comparison of sixth form, college, apprenticeship, technical, supported and employment pathways; personal guidance; careers fair and provider visits; application and interview support; taster or transition visits; a documented destination and contingency plan. Careers advice interviews.
Post-16	Progression into adulthood	Personalised exploration of higher education, further education, apprenticeships, employment, supported internships, volunteering and independent living; work experience opportunity; CV, application, interview and personal statement support; personal guidance and a clear transition plan. Careers advice interviews.

Year / phase	Core focus	Planned provision and intended outcomes
All year groups	Annual Careers Week and whole-school careers learning	Careers Week in March with year-group trips, visiting professionals and themed learning; careers links within subject teaching; access to Unifrog and up-to-date information; opportunities to reflect on learning and update individual plans. Eligible students are supported to work towards the Bronze and/or Silver Duke of Edinburgh's Award and to record the transferable skills and achievements gained.

8. Work experience: Year 10 and Post-16

Orange Tree School provides work experience opportunities in Year 10 and Post-16. The Year 10 Work Experience Week will take place from Monday 14 June to Friday 18 June 2027. These experiences help students understand workplace expectations, explore their interests, develop communication and employability skills, build confidence and consider the support or adjustments they may need in future settings.

All work experience placements undertaken off-site will be planned in accordance with the School's Educational Visits Policy and relevant risk assessment procedures.

8.1 Models of experience

An external placement will be arranged where it is suitable and safe. A supported or flexible model may be used when this is a better match for the student's needs. This may include:

- an external individual or small-group placement;
- a supported placement with school staff input or phased attendance;
- work shadowing, workplace visits or employer-led projects;
- enterprise, volunteering or community-based experience;
- a blended or virtual experience only where it remains purposeful and includes meaningful interaction with people in the workplace.
- a school-based work experience opportunity within Orange Tree School where this provides an appropriate and meaningful experience;

8.2 Planning and matching

- The student's interests, strengths, aspirations, communication needs, health, travel, sensory needs and support requirements will be considered when identifying or approving a placement.
- Students and parents or carers will be involved in planning. Choices should be ambitious and realistic and must not be restricted by stereotypes or assumptions about disability. Students are encouraged to identify and, where possible, source their own work-experience placement. Parents/carers and staff may support this process. Any self-sourced placement must be approved by Orange Tree School before it can proceed.
- The school will agree the learning aims, dates, hours, supervision, adjustments and communication arrangements with the employer or provider before the placement starts.
- If an external placement cannot go ahead, the school will arrange a suitable alternative experience.

8.3 Safeguarding, health and safety

Before a placement starts, the school will check that it is suitable and record the agreed arrangements. This will include safeguarding contacts, reporting routes, risk assessment, supervision, emergency contacts, relevant medical or access information shared with consent, employer liability insurance where required, travel and absence procedures. Students will be prepared for workplace conduct, boundaries, safety and how to ask for help. The school will keep in contact during the placement and respond to concerns in line with the Safeguarding and Child Protection Policy.

8.4 Review and recognition

After the experience, each student will complete a reflection or debrief. Feedback will be gathered from the student and the employer or provider. Learning and agreed next steps will be recorded on Unifrog or in the student's careers record and used in future guidance and transition planning.

9. Personal guidance and transition planning

- Personal guidance will be impartial, handled within safeguarding and confidentiality requirements, and focused on the student's best interests.
- Guidance will be provided by an adviser with suitable training and access to current external information.
- Interviews will be arranged before important choices, including Key Stage 4 options, Post-16 applications and transition from Post-16 provision. Further guidance will be available when needs or plans change.
- The adviser will discuss the full range of routes, entry requirements, progression opportunities, labour market information, reasonable adjustments and available support.
- Each interview will result in a clear record or action plan in a format the student can understand. Students will be supported to take increasing ownership of the agreed actions.
- Careers actions will be linked, where relevant, to EHCP annual reviews and Preparing for Adulthood outcomes relating to education and employment, independent living, community inclusion and health.
- Parents and carers will be involved as appropriate, while keeping the student's voice and growing independence central to decision-making.
- The school will support applications, references, visits, taster days, interviews, college open days, travel planning, transfer of relevant information and contingency plans. Year 10 families will be offered a summer transition forum to support early preparation for Post-16 choices and college visits.

10. Employer, education and training provider engagement

Orange Tree School welcomes contributions from employers, employees, further and higher education providers, apprenticeship and training providers, supported internship providers, voluntary organisations and professional bodies. These encounters help students ask questions, broaden their knowledge, challenge misconceptions and make informed decisions.

10.1 Requests to work with students

Requests should be sent to the Careers Lead and should include the organisation, proposed content, intended year group, format, learning aims, staffing, safeguarding arrangements, accessibility needs and preferred dates. The Careers Lead will consider requests alongside the school calendar and the needs of students.

10.2 Approval and conditions

The school will provide suitable facilities, equipment and staff support where agreed. Visitors must follow the school's safeguarding, visitor and external speaker procedures. Content must be accurate, impartial, age-appropriate and inclusive, and must not be used for inappropriate commercial promotion. A request may be declined or rearranged because of safeguarding, suitability, duplication, timetabling, accessibility, capacity or student need. Where possible, an alternative will be offered.

11. Equality, SEND, accessibility and safeguarding

Orange Tree School is committed to a careers programme that recognises every student as capable of progress and contribution. Careers provision will:

- have high aspirations while remaining honest, realistic and sensitive to individual needs;
- avoid discrimination and challenge stereotypes linked to disability, sex, race, religion or belief, sexual orientation, gender reassignment, age, pregnancy or maternity, and socioeconomic background;
- include diverse role models and a wide range of sectors, working patterns and routes;
- provide reasonable adjustments, accessible formats, visual support, additional preparation, trusted-adult support and flexible pacing;
- take account of anxiety, sensory needs, communication differences, executive functioning, health and prior experiences of education or work;
- consider supported employment, supported internships, volunteering and independent-living outcomes without lowering expectations or excluding other routes;
- coordinate with the SENCO, pastoral and therapeutic staff, families, local authorities and receiving providers where appropriate;
- follow safeguarding, online safety, risk assessment, visitor and data-protection procedures in all careers activities.

Information shared with employers or providers about a student's needs will be relevant, proportionate and shared lawfully, with appropriate consent. Students will not be asked to disclose more personal information than is needed for safety, access or support.

12. Roles and responsibilities

The proprietor and Advisory Board

- Ensure the school meets the Independent School Standards;
- Approve and review this policy and receive assurance about implementation and impact;
- Support strategic employer engagement and sufficient resourcing.

The Headteacher

The Headteacher will provide strategic oversight of the school's careers programme and assure themselves that careers provision is effectively implemented, appropriately resourced and compliant with the Independent School Standards.

The Headteacher and Senior Leadership Team

- Provide visible leadership for careers and ensure it is embedded in school improvement and curriculum planning;
- Appoint and support a Careers Lead with sufficient authority, time and resources;

- Ensure safeguarding, equality, health and safety and quality-assurance arrangements are effective.

The Careers Lead (Hayley Hunter)

- Plans, coordinates and publishes the annual careers programme;
- Maintains Unifrog and careers records, coordinates personal guidance, Careers Week, employer/provider encounters, parent/carer careers engagement and work experience;
- Supports staff development and curriculum links;
- Monitors participation, destinations, student voice and impact, and reports to senior leaders and the Advisory Board;
- Maintains the annual careers action plan;
- Maintains evidence demonstrating compliance with the Independent School Standards;
- Ensures careers activities are appropriately risk assessed where required;
- Reports annually to the Senior Leadership Team and Advisory Board on implementation impact and;
- Keeps this policy and careers information under review

PSHE and Curriculum Leaders

- Plan progressive careers learning and identify links between subject content, skills and pathways;
- Ensure materials are accurate, inclusive and appropriately differentiated;
- Contribute evidence and evaluation to the whole-school programme.

Teachers, Tutors, Key Workers and Support Staff

- Reinforce careers learning, raise aspirations and challenge stereotypes;
- Help students reflect on interests, achievements and next steps;
- Share relevant information with the Careers Lead and support agreed adjustments.

SENCO, Pastoral and Therapeutic staff

- Advise on access, communication, regulation, health and support needs;
- Integrate careers and Preparing for Adulthood outcomes into person-centred planning and transitions.

The Careers Adviser

- Provides impartial, student-centred guidance at an appropriate professional standard;
- Records agreed actions and refers safeguarding concerns through school procedures;
- Maintains current knowledge of routes, providers, labour market information and support for SEND.

Students

- Participate as fully as they can, ask questions, reflect on experiences and take increasing ownership of decisions;
- Follow agreed conduct and safety expectations during visits, encounters and placements.

Parents and carers

- Engage in careers and transition discussions, attend Unifrog/transition events where possible, share relevant information and support agreed actions;
- Encourage exploration of a broad range of pathways while respecting the student's voice and aspirations; support students to identify suitable work-experience opportunities where possible; and consider contributing to careers learning by sharing their own work or career journey with students.

13. Monitoring, evaluation and review

The Careers Lead will review the programme each year and identify priorities for improvement. The review will draw on:

- Self-evaluation against the updated Gatsby Benchmarks using Compass+ or an equivalent framework where appropriate;
- Participation in and quality of careers lessons, Unifrog activity, employer/provider encounters, Careers Week, personal guidance and work experience;
- Student voice and interviews to check that students understand available pathways and their own next steps, alongside parent/carer, staff, adviser, employer and provider feedback, including feedback from the Unifrog launch, transition forum and work-experience programme;
- Records of intended and sustained destinations, where reasonably practicable;
- The quality and completion of action plans, applications and transition arrangements;
- Progress towards relevant EHCP and Preparing for Adulthood outcomes;
- Analysis of access and outcomes for different groups to identify and address any gaps;
- Review of safeguarding, risk management and complaints or concerns related to careers activity.

Quality Assurance

The Careers Lead will undertake regular quality assurance of:

- curriculum delivery;
- Unifrog usage;
- careers interviews;
- work experience documentation;
- employer encounters;
- destination planning.

A summary of provision, impact and next steps will be reported to the senior leadership team and Advisory Board at least once each year. The policy will be reviewed annually, or earlier if legislation, guidance, inspection requirements or school provision changes.

The Headteacher will periodically review evidence of implementation through curriculum monitoring, discussions with the Careers Lead, student voice, documentation sampling and review of outcomes.

The Careers Lead will maintain an annual Careers Development Plan identifying planned activities, priorities for improvement and progress against the Gatsby Benchmarks. Progress will be reviewed with the Headteacher through regular line management meetings and reported annually to the Advisory Board.

14. Feedback and complaints

Students, parents and carers, staff, employers and providers are encouraged to give feedback to the Careers Lead. Concerns should normally be raised with the Careers Lead or Headteacher so that they can be addressed promptly. Formal complaints will be managed under the Orange Tree School Complaints Policy. Safeguarding concerns must be reported immediately in line with the Safeguarding and Child Protection Policy.

APPENDIX A - GATSBY BENCHMARK MAPPING

Orange Tree School uses the updated Gatsby Benchmarks to review the quality of its careers programme, taking account of the school's specialist and therapeutic context.

Benchmark	Orange Tree School approach	Evidence examples
1. A stable careers programme	A published, progressive programme from Year 7 to Post-16, led by a named Careers Lead and supported by senior leaders and the Advisory Board.	Policy; annual plan; website; parent information; review report
2. Learning from career and labour market information	Unifrog, the government's current careers service and other up-to-date sources are used with adviser and staff support. Information is made accessible to students and families.	Lesson materials; Unifrog; parent information
3. Addressing the needs of each young person	Person-centred planning reflects interests, prior experience, EHCP outcomes, support needs and transition points, while challenging low expectations.	Careers records; EHCP actions; student profiles; parent transition records
4. Linking curriculum learning to careers	Subject teams identify careers, skills, sectors and routes linked to their curriculum.	Curriculum maps; schemes of work; displays
5. Encounters with employers and employees	Careers Week, visiting speakers, parent/carer career talks, employer workshops, workplace visits and curriculum encounters are planned for all year groups.	Encounter log; feedback; visitor records; photographs where appropriate
6. Experiences of workplaces	Year 10 Work Experience Week (14-18 June 2027) and Post-16 work-experience opportunities are provided, with students encouraged to source suitable placements where possible and supported or alternative models used where needed.	Placement-sourcing records; approved placement files; risk assessments; employer feedback; reflections

Benchmark	Orange Tree School approach	Evidence examples
7. Encounters with further and higher education	Students meet and visit a broad range of colleges, universities, apprenticeship, training and supported pathway providers.	Provider log; visits; taster days; applications
8. Personal guidance	Impartial personal guidance is available at key choices and transition points, with accessible action plans and follow-up.	Adviser records; action plans; transition plans