



**WOODLANDS SCHOOL**  
**WHOLE SCHOOL PROGRAMME OF CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE**  
**2025 - 2026**

At Woodlands School, the CEIAG programme highlights the importance of “Preparation for Adulthood” as the key to every pupil’s personal development and as such defines ‘careers’ as our pupils’ pathways to their future life goals and aspirations – whether that is a college placement, supported living, an adult social care placement, a supported internship or paid work.

**Our ‘careers education programme’ aims to give our pupils their skills for life through a person centered and differentiated approach. The intended outcomes of the programme include how our pupils will:**

- Develop and build on their functional skills.
- Further their personal development and self - awareness.
- Develop their independence through life and living skills.
- Learn about the world around them through accessing the community and developing community participation and social skills.
- Develop their careers learning, including their understanding of careers, employment and the workplace.
  - Develop their work skills through meaningful experiences of the workplace.
- Access transition guidance and support about the range of future options available to them when they leave school.

**All pupils from EYFS to KS5 work towards the “Preparation for Adulthood” outcomes across the curriculum.**

## CAREERS AND TRANSITIONS ENTITLEMENT STATEMENTS:

### All Woodlands Upper School pupils will:

- Have the opportunity to participate in transition and future planning and decision making at annual reviews.
  - Be supported to identify and review their future aspirations.
- Have access to a broad and balanced curriculum with clear links to careers which enables development of functional and life skills.
  - Have opportunities to meet appropriate local employers and employees.
    - Participate in mini enterprise projects.
    - Create and regularly review/ update their adapted CVs.
  - Have opportunities to take part in an annual STEM week and other STEM events.
    - Have opportunities to engage in social action activities and projects.
    - Be supported to challenge stereotypes and discrimination.
  - Be supported to identify their own skills, strengths and areas for development.
    - Have opportunities to develop interview skills.
- Be provided with regular meaningful encounters with employers, employees and transition providers' teams.
  - Have opportunities to meet relevant further education and adult social care providers.
  - Develop knowledge of appropriate labour market information and where to access it.

#### In addition, pupils in KS3 will:

- Begin to explore post 16 options.
- Start to create vocational profiles.
- Have opportunities to undertake internal work experience activities.

#### In addition, pupils in KS4 and KS5 will:

- Regularly update vocational profiles and career/ transition action plans.
- Have access to individual and impartial personal guidance interviews with a qualified careers advisor (from Y11 where appropriate).
  - Receive relevant information about local education providers and their curriculum offer.
  - Have opportunities to develop their functional skills, including how to manage personal finances.
    - Be supported to complete application forms.
    - Have opportunities to explore useful careers and transitions websites.
      - Receive support and guidance to manage transitions.
  - Have opportunities to experience taster days or link sessions at local FE colleges and adult social care providers.
    - Have access to external work experience placements (where appropriate).

#### In addition, pupils in KS4 will:

- Be provided with information about all suitable post 16 careers including supported internships/ apprenticeships (where appropriate).

#### In addition, pupils in KS5 will:

- Be provided with information about all suitable post 19 careers and transition pathways.
- Develop understanding of expected behaviours, presentation and forms of communication in the workplace.

## SUMMARY OF WOODLANDS UPPER SCHOOL CEIAG

<b>CURRICULUM AND IMPLEMENTATION</b>			
	<b>KS3</b>	<b>KS4</b>	<b>KS5</b>
<b>AREA</b>			
<b>FUNCTIONAL SKILLS DEVELOPMENT</b>	<b>ENGLISH</b>		
	<p>Pupils follow the “Comprehensive Literacy Instruction” programme across the school.                      Writing for careers purposes e.g. applications for the internal job vacancy board, simple CVs.                      Access to work related books and texts in the school library.                      Daily opportunities for meaningful communication using AAC (as required) to develop conversation skills.                      Following increasingly complex verbal instructions to carry out practical tasks.                      Reading and following written instructions to carry out a ‘job’ or activity.                      Daily opportunities to develop a signature/ signing own name on work and documents.</p>		
	<ul style="list-style-type: none"> <li>Creating and distributing programmes for school productions or drama performance.</li> </ul>	<ul style="list-style-type: none"> <li>Core texts linked to work and independent living e.g. SEN Press books and ‘This life’ series.</li> <li>Filling in college application forms, updating CVs, writing personal statements (including using ICT)</li> <li>Monthly diary writing about curriculum activities. Labelling photos of their Post 16 activities with comments, opinions and preferences.</li> </ul>	
	<b>MATHS</b>		
	<p>Handling money/ coin recognition                      Using money to pay for shopping.                      Using maths in practical situations e.g. cooking, gardening.</p>		
<ul style="list-style-type: none"> <li>Collecting and counting money raised during charity projects e.g. cake</li> </ul>	<ul style="list-style-type: none"> <li>Using money to pay for food and drinks in cafes.</li> </ul>	<ul style="list-style-type: none"> <li>Using money to buy lunch at college or on trips out.</li> <li>Money management and budgeting – income/ bills/ saving/ spending etc.</li> <li>Learning to read and understand transport timetables.</li> </ul>	

	sale, mini enterprises.		<ul style="list-style-type: none"> <li>• Time management – telling the time, working to set timescales and deadlines.</li> </ul>
PERSONAL DEVELOPMENT	<p><b><u>Ongoing activities across the whole school curriculum to promote:</u></b></p> <p>Decision and choice making skills.</p> <p>Recognising and expressing opinions, preferences and aspirations.</p> <p>Building skills and confidence with: self-awareness, self – determination, self – regulation (emotional awareness &amp; management), self-advocacy, mental health, resilience and wellbeing.</p> <p>Identifying and describing personal interests, qualities, strengths and skills.</p> <p>Learning social rules and British values.</p> <p>Establishing and maintaining friendships and relationships with others.</p> <p>Thinking skills curriculum and self - improvement as learners.</p> <p>Mindfulness, drama and clubs to promote positive mental health and well-being of pupils.</p> <p>Taking part in regular social action projects and charity events.</p>		
PSHE	<p><b><u>Enterprise:</u></b> Each class will run an enterprise of their choice. <b><u>Career focus:</u></b> How to set up and run a business enterprise. Pupils choose, plan, carry out and evaluate an enterprise project to raise money for class resources or their chosen charity.</p>		
	<ul style="list-style-type: none"> <li>• <b><u>Autumn Term:</u></b> Relationship Values and Consent <b><u>Career/ Transition focus:</u></b> <i>Learning how to meet and greet unfamiliar people appropriately and how to cooperate with others in the workplace.</i></li> <li>• <b><u>Spring Term:</u></b> Diet and Exercise, Puberty and Sexual Health <b><u>Career/ Transition focus:</u></b> <i>Learning how to keep healthy and look after themselves as they grow older.</i></li> <li>• <b><u>Summer Term:</u></b> Rights and Responsibilities <b><u>Career/Transition focus:</u></b> <i>Understanding the importance of their rights and responsibilities in the workplace and in the community. Knowing what actions are right/ wrong/ fair/ unfair.</i></li> </ul>		<ul style="list-style-type: none"> <li>• <b><u>Autumn Term:</u></b> Keeping safe at Home. <b><u>Career/ Transition focus:</u></b> <i>Developing independent living skills for the home. Preparation for adulthood and transition to support living.</i></li> <li>• <b><u>Spring Term:</u></b> Myself and others. <b><u>Career/ Transition focus:</u></b> <i>Contributing to their communication passports and developing professional relationships in the workplace.</i></li> <li>• <b><u>Summer Term:</u></b> Giving personal information and details – <b><u>Career/ Transition focus:</u></b> <i>Learning to safely share their personal details for application forms/ medical purposes.</i></li> </ul>
INDEPENDENT LIFE AND LIVING SKILLS DEVELOPMENT	<p>Daily opportunities to practice and develop self-help skills.</p> <p>Weekly food technology lessons to develop cooking skills and independence in the kitchen.</p> <p>Washing up, drying up and cleaning surfaces during cooking sessions.</p>		

	<p><b>Developing safety skills in Science (electrical safety), PSHE (personal safety) ICT (online safety) and Food Technology (kitchen safety). Activities to promote healthy lifestyles including healthy eating and the importance of having a balanced diet. Pupils will be offered the opportunity to take part in a residential trip.</b></p>	
<p><b>COMMUNITY PARTICIPATION AND SOCIAL SKILLS</b></p>	<p><u>Developing and practising community participation skills through the following ongoing activities:</u> Shopping trips to buy ingredients for cooking. Regular opportunities to develop community safety skills e.g. crossing roads safely, stranger danger, where to find help. Signing choir performances at community events such as the Christmas Fair or Fundraising events.</p>	<ul style="list-style-type: none"> <li>• Kitchen safety and food hygiene skills.</li> <li>• More focus on using the kitchen as a workplace during cooking lessons.</li> <li>• Exploring different housing options.</li> </ul>
	<ul style="list-style-type: none"> <li>• Gymnastics at Leatherhead gym club or Cycling with Wheels for All</li> <li>• Trips to local cafes to practice ordering and paying for items and social interactions with peers.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Ongoing community activities to develop new hobbies, interests and skills.</u></li> <li>• Trips to the local library and local community facilities.</li> <li>• Horticulture on the school's garden areas.</li> </ul>
<p><b>CAREERS LEARNING AND THE WORLD OF WORK</b></p>	<p>Recognition and exploration of different careers within subjects/ activities. E.g. where people work, what they do, what skills are needed, what safety equipment they use. Participation in an annual STEM weeks and careers enrichment days - opportunities for pupils to explore and try out various jobs that people do and learn more about the world of work and future options. Visits from local employers (guest speakers) Completing simple job application forms. Creating and regularly updating simple CVs STEM subjects area with activities linked to a wide range of future career paths. Work-related learning opportunities identified in each curriculum area on the schemes of work document e.g. data entry in ICT. Mini enterprises – see PSHE. Exploring LMI through the use of: Your futures and Surrey Careers webpages to explore information about different jobs and the qualifications needed.</p>	
		<ul style="list-style-type: none"> <li>• Participation in individual and impartial personal guidance interviews with a qualified careers advisor (from Y11) where this is deemed appropriate.</li> </ul>

		<ul style="list-style-type: none"> <li>Engaging with employers and employees through undertaking job surveys during community visits – finding out what jobs are available at different community venues and the type of work involved e.g. in a café, shop, library etc. Finding out what employees like/ dislike about their jobs.</li> <li>Finding out about local businesses in the community e.g. what they sell (Tesco, Boots, Next), what services they provide (Opticians, post office, banks).</li> <li>Role playing different work place scenarios. E.g. serving customers</li> </ul>	<ul style="list-style-type: none"> <li>Learning about expectations of the workplace e.g. appropriate behaviour, punctuality, appropriate clothing/ footwear.</li> <li>Job coaching and vocational profiling activities.</li> <li>Interviews and inductions with work experience employers.</li> <li>Mock college and job interviews.</li> <li>Health and safety in the work place activities, including safe use of equipment and tools, protective equipment.</li> <li>Horticulture in the school garden areas.</li> <li>Pupils will work towards at least one accredited ASDAN personal progress unit from the “Developing skills for the Workplace” strand.</li> </ul>
<b>WORK EXPERIENCE AND DEVELOPMENT OF WORK SKILLS.</b>	<p>Opportunities to undertake daily jobs in classes. E.g. washing up, taking the register, tidying the book corner.</p> <p>Access to the internal job vacancy board to apply and interview for jobs that can be undertake within the upper school. E.g. admin, gardening.</p> <p>Work experience during school drama productions e.g. operating stage lights, music or IT equipment.</p> <p>Access to a careers resource area within school.</p>		
		<ul style="list-style-type: none"> <li>Pupils will undertake internal jobs within the wider school community. i.e. lower and upper school departments.</li> <li>Y11 pupils will undertake at least one work experience opportunity during the year (where appropriate this will take place at an off-site work place).</li> </ul>	<ul style="list-style-type: none"> <li>Y12, Y13 and 14 pupils will undertake regular off site work experience placements with the support of Surrey Choices Employability.</li> <li>Increased opportunities for working collaboratively with peers.</li> </ul>

			<ul style="list-style-type: none"> <li>Evaluating their work experience performance and identifying the skills they used/ developed and what they want to learn next.</li> </ul>
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<b>CAREERS AND TRANSITION ADVICE</b>	<p>See 'CEIAG for parents' section.</p> <p>Where appropriate pupils in Y9 and above will attend their EHCP annual review meetings.</p> <p>From Y9 all pupils will have the "Preparing for adulthood" section of their EHCP document reviewed and updated annually with any new advice given and actions to take.</p> <p>Pupils are encouraged to attend college open days and other transition events with their parents.</p> <p>PSHE activities linked to transition through the "Health and Wellbeing" core theme.</p> <p>Visits to and from Adult social care providers (tours/ guest speakers).</p>		
		<p>Pupils in Y11 and above will have access to personal guidance careers interviews with an independent careers advisor, if required and take part in careers action planning.</p>	
		<ul style="list-style-type: none"> <li>Y11 pupils will take part in taster sessions for some KS5 activities in the summer term.</li> <li>Induction morning for Y11 pupils moving into KS5.</li> </ul>	<ul style="list-style-type: none"> <li>Most pupils in Y12 and above will attend a college taster sessions at an appropriate local college.</li> <li>Pupils attend the annual Choices and Decisions day at Guildford College or Merrist Wood college.</li> <li>Pupils are involved in writing and updating their one page profiles and communication passports ready to support their transition to their future placements.</li> <li>Taster days and induction programmes are arranged for pupils at their future placement.</li> <li>Employment advice from the Employability job coach.</li> </ul>

**CEIAG FOR PARENTS**

- The annual comprehensive transition pack "Preparing for Adulthood: A guide to transition beyond Woodlands" is given out to all parents of pupils in year 9 and above at the September parents evening each year.
- Parent are encouraged to work towards the action points at each of the different stages of transition as highlighted in the pack.
- Initial discussions about transition and future pathways begin at the Y9 EHCP annual review meeting.
- At every subsequent EHCP annual review, further discussion are held and any EHCP outcomes are amended to reflect future aspirations e.g. college placements, adult social care placements, supported living, supported internship or supported paid work.

- **Ongoing contact with pupils and parents after they have left Woodlands is encouraged and further transition support is given if required.**

#### **CEIAG FOR EMPLOYERS/ FUTURE PROVIDERS**

- **See Provider Access Policy (separate document).**
- **All work experience placements will be fully risk assessed using the school's procedures before commencement and will address individual pupil's behavioural, mobility and medical needs as required. Employers will notified of any needs that will impact on a pupil's participation in the placement.**
- **Local employers are encouraged to contact the school if they are interested in offering work experience opportunities for our pupils or to come in to speak to pupils about the work place.**
- **Further education and social care providers are welcome to contact the school to discuss what they can offer our pupils.**