



ST HUGH'S SCHOOL

Careers Education, Information, Advice and Guidance Programme

2026 – 2029

Careers Lead: Dr. Rachel Brunt



Contents

Introduction	2
Vision, Intent, Implementation And Impact.....	3
Our Careers Programme.....	8
Meeting The Gatsby Benchmarks	13
Modern Work Experience And Employer Engagement.....	16
Roles And Responsibilities	19
Monitoring And Review	21

Introduction

This document sets out St Hugh's School's Careers Education, Information, Advice and Guidance (CEIAG) Programme and demonstrates how the school prepares every learner for successful adult life.

It explains how careers education is planned, delivered and evaluated across Key Stages 3 and 4, ensuring compliance with statutory guidance while reflecting the diverse needs of students attending a secondary special school.

The programme has been developed in line with the Department for Education's statutory guidance on careers education, the Gatsby Benchmarks of Good Career Guidance, the SEND Code of Practice, the Career Development Institute (CDI) Career Development Framework and the principles of Preparing for Adulthood. It also reflects St Hugh's School's commitment to providing an ambitious, personalised curriculum that enables every student to achieve their full potential.

Throughout this document, careers education is considered in its broadest sense. For our students, preparation for adulthood encompasses not only future employment but also developing independence, participating within the community, making informed choices, maintaining health and wellbeing and achieving positive outcomes that reflect individual aspirations.

The following sections describe the school's vision for careers education, the curriculum that supports this vision and the experiences provided to ensure every student is equipped for their next stage of education and adult life.

Vision, Intent, Implementation and Impact

Our Vision

At St Hugh's School, we believe that every student has the potential to lead a fulfilling, meaningful and successful adult life. Our Careers Programme is founded on high aspirations for every learner, regardless of their level of need, communication ability or future destination.

We recognise that success looks different for every individual. For some students, this may include paid employment, apprenticeships or further education. For others, it may involve supported employment, volunteering, meaningful daytime opportunities, increased independence, supported living or active participation within their local community. Whatever their pathway, we are committed to ensuring every student develops the skills, confidence and experiences needed to achieve the highest possible level of independence and quality of life.

We believe that preparation for adulthood begins long before students leave school. Careers education is therefore embedded throughout our curriculum from Year 7 onwards, enabling students to develop progressively through meaningful experiences, purposeful learning and increasing responsibility. By working in partnership with families, employers, colleges and community organisations, we seek to broaden horizons, challenge perceptions and help every young person realise their potential.

Our Intent

Our Careers Programme is designed to prepare students for adulthood by developing the knowledge, skills, attitudes and experiences that will enable them to participate confidently in their communities and make informed decisions about their future.

Our Careers Programme is designed to:

- Raise aspirations for every learner.
- Prepare students for adulthood through meaningful and progressive experiences.
- Develop independence, self-advocacy and employability skills appropriate to each student's needs.
- Provide opportunities to engage with employers, workplaces, colleges and the wider community.

- Support informed transition planning through independent careers guidance and partnership with families.
- Ensure every student has ambitious and personalised Preparing for Adulthood outcomes within their EHCP.

The programme is delivered through the school's three curriculum pathways and is supported by the St Hugh's Preparing for Adulthood Framework, which guides staff when identifying appropriate EHCP outcomes and planning progression towards adult life.

Our Careers Programme is underpinned by the following principles.

- **High aspirations** – Every student is entitled to an ambitious careers education that reflects their individual strengths, interests and potential.
- **Preparation for adulthood** – Careers education is embedded throughout the curriculum and supports all aspects of adult life, not solely employment.
- **Personalised progression** – Learning is carefully sequenced to meet individual needs while promoting continuous progress towards greater independence.
- **Meaningful experiences** – Students learn through authentic opportunities including enterprise, employer encounters, community participation, independent living and work-related learning.
- **Inclusive practice** – Careers education is fully accessible and adapted to meet the needs of learners across all three curriculum pathways.
- **Partnership working** – Families, employers, colleges and external agencies play a vital role in raising aspirations and supporting successful transitions.
- **Student voice** – Students are encouraged to express preferences, make choices and contribute to planning for their future at every stage of their education.
- **Continuous improvement** – The programme is regularly evaluated through student outcomes, destination data, stakeholder feedback and the Gatsby Benchmarks to ensure it remains ambitious, relevant and responsive.

Implementation

Preparing Every Student for Adulthood

At St Hugh's School, careers education is not viewed as a separate subject or a series of isolated events. Instead, it is a carefully sequenced programme that develops progressively throughout a student's time at school and is embedded within the wider curriculum.

Our careers model is founded on the principle that **preparation for adulthood is the curriculum**. Every lesson, therapy session, community visit, enrichment activity and employer encounter contributes towards developing the knowledge, skills and experiences students need for adult life.

Students access a progressive programme that includes:

- careers learning within the curriculum;
- employer encounters and workplace visits;
- enterprise and work-related learning;
- community participation and volunteering;
- independent living and travel training opportunities;
- work experience and vocational learning, where appropriate;
- independent careers guidance;
- college and post-16 transition activities; and
- annual review meetings centred on Preparing for Adulthood outcomes.

Careers education is not taught as isolated events. Instead, learning builds progressively over time. Students move through increasingly complex stages of learning, developing from:

- awareness
- engagement
- participation
- contribution
- independence
- exploration
- decision making
- successful transition.

Learning experiences are adapted to meet the needs of students across our three curriculum pathways, ensuring that all learners access practical, meaningful and ambitious careers education, including:

- enterprise projects
- employer encounters
- workplace visits
- community participation
- volunteering
- work-related learning
- work experience

- independent living activities
- travel training
- transition events
- careers guidance interviews
- partnerships with parents, employers, colleges and external agencies.

These experiences become increasingly personalised and independent as students progress through the school.

Impact

Our Careers Programme enables every student to make meaningful progress towards adulthood by developing greater independence, confidence and self-determination.

By the time students leave St Hugh's School, they will have:

- developed a clear understanding of their strengths, interests and aspirations
- experienced a progressive programme of careers education appropriate to their pathway and individual needs
- developed increasing independence in communication, decision making and everyday life
- participated in enterprise, community activities and work-related learning appropriate to their stage of development
- encountered employers, workplaces, colleges and community organisations through meaningful and accessible experiences
- developed the knowledge, skills and behaviours required for their next stage of education, training, employment or adult provision
- achieved ambitious Preparing for Adulthood outcomes that support a successful transition into adult life.

The impact of the Careers Programme is measured through progress towards individual EHCP outcomes linked to the school's bespoke Preparing for Adulthood Framework. Evidence of this progress is gathered through annual reviews, classroom learning, community experiences, employer encounters, enterprise activities and work-related learning. The programme is further evaluated through successful post-16 destinations, student, parent and employer feedback, and ongoing review against the Gatsby Benchmarks to ensure it continues to prepare every learner for a fulfilling and meaningful future.

Meeting the Statutory Guidance

St Hugh's School is committed to meeting the requirements of the Department for Education's statutory guidance for Careers Education, Information, Advice and Guidance.

We do this by:

- maintaining a stable and progressive Careers Programme;
- ensuring careers learning is personalised to meet individual needs;
- embedding careers across the curriculum;
- providing access to accurate labour market information where appropriate;
- facilitating meaningful encounters with employers and workplaces;
- providing experiences of work and enterprise appropriate to each pathway;
- ensuring students encounter a range of education and training providers;
- providing access to independent careers guidance;
- involving parents and carers in transition planning; and
- monitoring our provision through the Gatsby Benchmarks and regular programme evaluation.

The following sections of this document explain how these commitments are delivered across the school.

Our Careers Programme

Our Careers Programme provides a progressive and personalised journey from Year 7 to Year 11, ensuring that all students develop the knowledge, skills and experiences needed for successful adult lives.

The programme is delivered through the school's three curriculum pathways and is tailored to meet individual strengths, needs and aspirations. Whilst the experiences offered differ according to each pathway, every student is supported to develop independence, confidence, self-advocacy and an understanding of the opportunities available beyond school.

Pathway	Student Profile	Programme Focus	Examples of Careers Learning
Pathway 1	Students with PMLD and/or Complex Autism	Developing communication, choice-making, participation, independence and awareness of the wider community.	Sensory exploration of occupations, classroom responsibilities, community visits, encounters with people who help us, enterprise participation, supported employer visits, transition activities
Pathway 2	Students with SLD and Complex Needs	Developing functional independence, employability behaviours and practical life skills through real-life experiences.	Enterprise projects, work-related learning, volunteering, workplace visits, employer encounters, community participation, independent living skills, transition planning.
Pathway 3	Students with MLD following accredited qualification pathways	Preparing students for further education, training and employment through careers education and vocational experiences.	Careers lessons, labour market information, employer encounters, work experience, college visits, careers interviews and workshops, mock interviews, transition planning and post-16 guidance.

Key Features of the Programme

All students access a programme of careers education that includes opportunities to:

- develop aspirations, recognise their strengths and celebrate their achievements
- build communication, independence, and employability skills through meaningful everyday experiences
- develop an understanding of their wider world, including people, workplaces and the local community
- engage with employers, employees, volunteers and community organisations through accessible and meaningful encounters
- participate in enterprise, work-related learning and workplace experiences appropriate to their age, needs and pathway
- develop the knowledge, skills and confidence needed for greater independence and successful adult life
- explore appropriate post-16 opportunities, including further education, training, supported internships, employment and other meaningful adult pathways
- prepare for successful transition through person-centred annual reviews, independent careers guidance (where appropriate) and ambitious Preparing for Adulthood outcomes within their EHCP.

The range and complexity of these experiences increase as students progress through school and is personalised to reflect each learner's needs and aspirations.

Preparing for Adulthood

The Careers Programme is closely aligned with the school's Preparing for Adulthood Framework. This framework supports teachers when identifying appropriate Preparing for Adulthood outcomes within students' Education, Health and Care Plans (EHCPs), ensuring that long-term aspirations are reflected within curriculum planning and annual reviews.

The framework promotes a consistent approach to preparing students for adulthood across the school and ensures that outcomes are ambitious, progressive and personalised.

Student Voice and Person-Centred Planning

Student voice is embedded throughout careers education, Preparing for Adulthood planning and transition processes. Students are supported to express their views, make choices and develop self-advocacy skills through personalised approaches that reflect their individual communication needs and abilities.

Students' views contribute to:

- Identifying individual aspirations and future goals
- Developing ambitious Preparing for Adulthood outcomes within EHCPs
- Planning careers learning, employer encounters and work-related experiences
- Informing transition planning and decisions about future education, employment and adult opportunities.

The school recognises that students communicate their views in different ways. Staff use a range of appropriate approaches to ensure that every student has opportunities to participate in planning for their future and that their preferences, achievements and aspirations are valued.

Gatsby Benchmarks

The Gatsby Benchmarks provide the quality framework for our Careers Programme. Each benchmark is addressed through a combination of curriculum learning, employer engagement, careers guidance, work-related learning and transition planning.

A detailed overview of how St Hugh's School meets each Gatsby Benchmark is provided in the following sections.

Careers Learning Journey (Years 7–11)

The Careers Programme is designed as a progressive journey, enabling students to develop the knowledge, skills and experiences needed for successful adult life. As students move through the school, opportunities become increasingly personalised and focused on preparing for their next stage of education, training and adulthood.

The learning outcomes below provide an overview of the expected progression through the Careers Programme. Individual students will progress at different rates according to their strengths, needs and aspirations. Teachers use the St Hugh's Preparing for Adulthood Framework to identify personalised EHCP outcomes and next steps within priority domains.

Year Group	Aim	Learning Outcomes	Indicative Experiences
Year 7	Discovering Me To develop self-awareness, understanding of the school community and begin exploring the wider world.	Students recognise their strengths, preferences and achievements, begin to understand that people have different roles within school and the community, and participate in meaningful activities that develop communication, independence and choice-making.	Classroom responsibilities, enterprise activities, people who help us, community visits, employer and visitor encounters, aspiration activities with independent careers adviser, developing communication, independence and choice-making, curriculum careers learning.
Year 8	Exploring My World To develop independence and increase awareness of future opportunities within the community and the workplace.	Students develop increasing independence, recognise that different jobs require different skills, understand how people contribute to their communities and begin applying employability skills such as teamwork, responsibility and resilience in meaningful contexts	Employer encounters, workplace and community visits, enterprise projects, volunteering within school, independent living activities, aspirations activities with an independent careers adviser, employer-led enterprise activities, careers learning linked to curriculum subjects.
Year 9	Planning My Future To raise aspirations and begin to consider future pathways and the skills needed for adult life.	Students identify their interests and aspirations, explore a range of Post-16 pathways appropriate to their needs, understand how their choices influence future opportunities and contribute to Preparing for Adulthood discussions during EHCP reviews where appropriate.	Employer encounters, college awareness activities, employer-led enterprise activities, community participation, transition planning, group workshop with an independent careers adviser, options guidance, careers fayre, Preparing for Adulthood-focused annual review.
Year 10	Developing My Skills To develop and apply knowledge and employability skills through real-life experiences and increasing independence.	Students apply communication, independence and employability skills in authentic situations, participate in work-related learning appropriate to their pathway, understand workplace expectations, reflect on their experiences and identify the skills they need to prepare for transition beyond school.	Work-related learning, internal or external work experience (where appropriate), enterprise projects, workplace visits, employer encounters, mock interviews, careers fayre, vocational learning, college visits, independent travel or community learning opportunities, individual careers guidance interviews, Preparing for Adulthood outcomes reviewed through the EHCP process.
Year 11	Preparing for Transition To make informed decisions and prepare for successful transition into the next stage of education and adult life.	Students reflect on their strengths, experiences and achievements and make informed decisions about their next stage, understand the opportunities available to them, communicate their aspirations and support needs, and contribute to person-centred transition planning through ambitious Preparing for Adulthood outcomes.	Transition visits, college interviews, meetings with colleges and providers, supported internship and employment awareness, post-16 transition planning, Preparing for Adulthood outcomes reviewed through the EHCP process.

Meeting the Gatsby Benchmarks

St Hugh's School is committed to delivering a high-quality Careers Programme that meets the eight Gatsby Benchmarks of Good Career Guidance. The benchmarks provide a framework for planning, evaluating and continuously improving our provision, ensuring that every student receives meaningful careers education appropriate to their age, needs, pathway and aspirations.

The table below summarises how each benchmark is met through our Careers Programme.

Gatsby Benchmark	How St Hugh's Meets the Benchmark
1. A Stable Careers Programme	Careers education is embedded across the curriculum and wider life of the school. The programme is published on the school website, reviewed annually and overseen by the Careers Leader.
2. Learning from Career and Labour Market Information	Students are introduced to the world of work through activities appropriate to their pathway. Where appropriate, students access labour market information, explore local employment opportunities and learn about different education, training and career pathways. Parents and carers are supported with information to aid transition planning.
3. Addressing the Needs of Each Student	Careers education is personalised through the school's three curriculum pathways and individual EHCP outcomes. Student voice, independent careers guidance, annual reviews and transition planning ensure students receive advice appropriate to their aspirations, strengths and support needs.
4. Linking Curriculum Learning to Careers	Careers learning is embedded across the curriculum through practical experiences, enterprise, community learning, independent living, subject-specific careers links and employer engagement.
5. Encounters with Employers and Employees	Students participate in employer encounters through visitors to school, workplace visits, careers events, enterprise projects and community partnerships. Experiences are adapted to ensure accessibility for all learners.
6. Experiences of Workplaces	Students access work-related learning throughout their school journey. This includes enterprise activities, workplace visits, volunteering and, where appropriate, internal and external work experience placements.

7. Encounters with Further and Higher Education	Students and families receive information about post-16 pathways through a planned programme of provider encounters, transition events, college visits and independent careers guidance. Further details are provided in the 'Access to Education and Training Providers' section below.
8. Personal Guidance	Students have access to independent careers guidance from a qualified Careers Adviser. Guidance supports annual reviews, transition planning and informed decision-making about future education, training and employment.

Personal Guidance

Personal guidance is a central element of our Careers Programme and is designed to support students to make informed, realistic and aspirational decisions about their future education, training, employment and adult life. Guidance is delivered by a qualified Careers Adviser and is tailored to each student's communication needs, abilities, interests and Preparing for Adulthood outcomes.

Alongside individual guidance, the Careers Adviser delivers a structured programme of group workshops across Key Stages 3 and 4. In Years 7 and 8, workshops focus on developing self-esteem, recognising strengths and exploring early aspirations. In Year 9, students take part in a session introducing the world of work, helping them to understand workplaces, and the skills needed for employment. In Year 10, the careers guidance workshop focuses on preparing for work experience, with an emphasis on self-advocacy, communication skills and understanding expectations in the workplace.

In the Summer of Year 10, all students in Pathways 2 and 3 (where appropriate) receive a 1:1 career interview with the Careers Adviser. This session is used to develop a personalised Careers Action Plan, identifying next steps, aspirations and the support required to achieve them. This plan is shared with staff and families and directly informs the student's Year 11 Autumn Term EHCP review, ensuring that transition planning is fully person-centred and forward-looking.

To support families in understanding post-16 options, the Careers Adviser produces a dedicated careers booklet for parents and carers. This resource outlines the range of pathways available, including further education, specialist provision, supported internships, apprenticeships, employment and adult day opportunities and is designed to support informed decision-making at key transition points.

In addition to student-focused work, the Careers Adviser also supports the school's employer engagement strategy by delivering workshops for the school's employer network. These sessions focus on neurodiversity in the workplace and provide practical guidance on how employers can effectively support work experience placements, supported internships and employment opportunities for young people and adults with SEND.

Through this combination of group work, individual guidance, family engagement and employer training, St Hugh's School ensures that personal guidance is holistic, inclusive and embedded throughout the Careers Programme, supporting successful transitions into adulthood for all students.

Access to Education and Training Providers

St Hugh's School is committed to ensuring that all students have opportunities to learn about the full range of post-16 education, training and employment pathways available to them. In accordance with the Department for Education's statutory guidance and the Provider Access Legislation, students are provided with meaningful encounters with a range of education and training providers appropriate to their age, needs, aspirations and local offer.

Throughout Key Stages 3 and 4, students have opportunities to meet representatives from further education colleges, independent specialist colleges, sixth forms, apprenticeship providers, supported internship providers, training organisations and other appropriate post-16 services. These encounters are carefully planned to support students in understanding the opportunities available to them and to enable informed decisions about their future.

Provider encounters may take place through:

- Careers fayres and transition events
- College and training provider visits
- Presentations and workshops delivered in school
- Workplace visits and employer engagement activities
- Vocational taster sessions
- Individual transition planning meetings
- Independent careers guidance.

All provider encounters are planned to ensure they are meaningful, accessible and appropriate for students across all three curriculum pathways. Activities are adapted to meet individual communication, sensory, physical and learning needs, enabling every student to engage with information about future pathways in a way that is relevant and meaningful to them.

Information shared by education and training providers complements the school's independent careers guidance programme and contributes to students' EHCP reviews, Preparing for Adulthood outcomes and post-16 transition planning.

Providers wishing to request access to students should refer to the school's Provider Access Policy Statement, which sets out the arrangements for requesting access, the opportunities available and the school's procedures for managing provider encounters.

Modern Work Experience and Employer Engagement

St Hugh's School recognises that meaningful preparation for employment and adult life is achieved through a progressive programme of employer engagement and work-related learning rather than a single work experience placement.

In line with current Department for Education guidance, students are provided with a range of meaningful workplace experiences throughout Key Stages 3 and 4. These experiences are carefully planned to develop aspirations, independence, employability skills and an understanding of the world of work, while reflecting each student's individual strengths, needs and Preparing for Adulthood outcomes.

Pathway 1

For students following the pre-formal pathway, work-related learning focuses on developing early awareness of the world of work through meaningful participation and engagement. Experiences may include:

- encounters with employers, employees and volunteers
- sensory workplace and community visits
- participation in enterprise activities
- purposeful classroom and school responsibilities
- community participation and volunteering activities
- sensory exploration of different occupations through curriculum learning.

The emphasis is on communication, choice-making, participation, independence and developing an understanding that people have different roles within their communities.

Pathway 2

Students following the semi-formal pathway experience increasingly authentic work-related learning through practical activities both within school and the local community. Experiences may include:

- employer encounters and workplace visits
- enterprise projects
- volunteering opportunities
- internal work-based responsibilities
- vocational learning activities
- supported workplace experiences, where appropriate.

The focus is on developing employability behaviours, independence, teamwork, resilience and responsibility through meaningful real-life experiences.

Pathway 3

Students following the formal pathway participate in a structured programme of employer engagement and workplace experiences, designed to provide a minimum of ten days of meaningful workplace experiences by the end of Key Stage 4.

This programme currently includes:

Year Group	Experience	Indicative Duration
Year 7	Employer-led enterprise project linked to the school fayre (H&Me Creations)	1 day
Year 8	Employer-led enterprise project linked to the school fayre (H&Me Creations)	1 day
Year 9	CSI Day with input from a visiting police officer	1 day
Year 9	Employer-led enterprise project with H&Me Creations and partner employers	3 days
Year 10	External work experience placement (where appropriate) linked to individualised aspirations	4 days

Year 10 / 11	Workplace visit linked to vocational options (Horticulture, Hospitality, Construction or Digital Media), including a practical work-based task	1 day
--------------	--	-------

Additional work experience opportunities may be provided where appropriate to support curriculum learning, individual student aspirations, vocational interests and Preparing for Adulthood outcomes of students at St Hugh's School.

This programme provides students with a structured programme of meaningful workplace experiences, including a minimum of ten days for appropriate Pathway 3 students. This reflects the principles of the Department for Education's Modern Work Experience guidance whilst allowing flexibility to personalise opportunities according to students' interests, aspirations and future destinations.

Employer Engagement

Employer engagement is embedded throughout the Careers Programme to ensure that students encounter a wide range of occupations, workplaces and employment sectors. Opportunities are planned across all year groups and curriculum pathways to help students to challenge stereotypes, broaden aspirations, understand the skills valued by employers and make informed decisions about their futures. Employer engagement activities may include:

- Employer visits to school
- Workplace visits
- Careers fayres and networking events
- Enterprise projects and business challenges
- STEM enrichment activities
- Volunteers supporting curriculum learning
- Community partnerships with local businesses and organisations
- Alumni and former students sharing their experiences

All employer encounters are planned to be meaningful, accessible and appropriate to students' individual communication, sensory and learning needs.

Intended Learning Outcomes

Through employer engagement and work-related learning, students will:

- Develop an understanding of the different roles people play within workplaces and communities
- Recognise the skills, qualities and behaviours valued in education, employment and adult life
- Develop communication, teamwork, resilience and independence through authentic experiences
- Apply learning in real-life contexts appropriate to their individual pathway
- Increase confidence in unfamiliar environments and with unfamiliar adults
- Make informed decisions about their future education, employment and adult pathways.

Employer engagement and work-related learning are integral to St Hugh's Careers Programme and ensure that every student is appropriately prepared for adulthood, regardless of their level of need or intended destination.

Roles and Responsibilities

Delivering a high-quality Careers Programme is a whole-school responsibility. All staff contribute to preparing students for adulthood through high-quality teaching, meaningful experiences and personalised transition planning. The following outlines the key responsibilities of those involved in delivering and monitoring the Careers Programme.

Role	Responsibilities
Governing Body	Monitor the effectiveness of the Careers Programme, ensure statutory duties are met and support strategic development of careers education within the school.
Headteacher	Provide strategic leadership for the Careers Programme, ensuring that careers education is embedded within the whole-school curriculum and aligns with the school's vision for Learning Together, Learning for Life.
Careers Leader	Lead, coordinate and evaluate the Careers

	Programme, maintain the careers action plan, oversee Gatsby Benchmark compliance, develop employer and provider partnerships, coordinate careers events and work-related learning and monitor the impact of the programme.
Qualified Independent Careers Adviser	Provide impartial careers information, advice and guidance, support students and families with transition planning, contribute to EHCP annual reviews where appropriate and provide advice on post-16 education, training, employment and adult pathways.
Teachers and Support Staff	Embed careers learning and Preparing for Adulthood outcomes within the curriculum, identify opportunities for employer engagement and work-related learning, contribute to EHCP outcomes and support students to develop independence, employability skills and aspirations through everyday learning.
Parents and Carers	Work in partnership with the school to support aspirations, participate in annual reviews and transition planning, and help students make informed decisions about their future.
Employers, Education and Training Providers and Community Partners	Provide meaningful encounters, workplace experiences, enterprise opportunities, careers education and transition support that broaden students' understanding of education, employment and adult life.

Preparing students for adulthood is a shared responsibility. By working collaboratively with students, families, employers, education providers and external agencies, St Hugh's School ensures that every student has access to an ambitious, inclusive and personalised Careers Programme that prepares them for the next stage of their education and adult life.

Monitoring and Review

St Hugh's School is committed to ensuring that the Careers Programme remains ambitious, effective and responsive to the changing needs of students. The programme is reviewed regularly to evaluate its impact, identify areas for development and ensure that all students continue to receive meaningful preparation for adulthood.

The effectiveness of the Careers Programme is evaluated through a range of evidence, including:

- Progress towards individual Education, Health and Care Plan (EHCP) outcomes linked to the Preparing for Adulthood Framework
- Student participation, engagement and feedback
- Parent and carer feedback
- Employer and education provider feedback
- Student destination information and post-16 transition outcomes
- Participation in employer encounters, workplace experiences, enterprise activities and careers guidance
- Termly review of the Gatsby Benchmarks
- Annual internal leadership reviews
- Ongoing quality assurance processes across the school.

The Careers Leader coordinates the evaluation of the programme and maintains an annual Careers Action Plan identifying strengths, priorities and areas for further development. Reviews consider the accessibility, impact and relevance of careers education across all three curriculum pathways to ensure that provision remains personalised and ambitious for every learner.

Findings from monitoring and evaluation are shared with the Senior Leadership Team and Governors as appropriate and are used to inform future curriculum planning, partnership development and improvements to the Careers Programme. Governors receive regular updates on the effectiveness and development of the Careers Programme through the school's monitoring and evaluation processes.

The Careers Programme is reviewed annually to ensure it continues to reflect statutory guidance, the needs and aspirations of students at St Hugh's School and the changing opportunities available within education, training, employment and adult services.